

ACADEMIC ACHIEVEMENT, EMOTIONAL AND  
SOCIAL MATURITY OF EARLY ADOLESCENT  
BOARDER AND NON-BOARDER GIRLS


By


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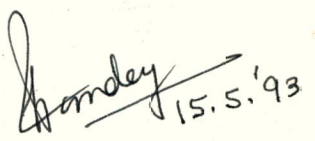
A THESIS SUBMITTED TO THE AVINASHILINGAM INSTITUTE FOR HOME  
SCIENCE AND HIGHER EDUCATION FOR WOMEN (DEEMED UNIVERSITY)  
COIMBATORE - 641 043. IN PARTIAL FULFILMENT OF THE REQUIREMENTS  
FOR THE DEGREE OF MASTER OF SCIENCE

MAY - 1993

Certified as Bonafide Research Work

  
Signature of  
the Head of  
the Department.

  
Signature of the  
Dean of the  
faculty.

  
Signature of the  
Guide.

# Acknowledgement

## ACKNOWLEDGEMENT

The investigator owes her reverential gratitude to Padmashri Dr. (Mrs.) Rajammal P. Devadas, M.A., M.Sc., Ph.D., (Ohiostate) D.Sc., (Madras) the Vice-Chancellor of Avinashilingam Deemed University for her deep interest in this research study and for providing the required infrastructure for conducting the study.

The investigator feels extremely privileged and fortunate to have worked under the supervision of her esteemed guide Dr. (Mrs.) Hema Pandey, M.Sc., Ph.D., (Coimbatore) Principal of Trainer Training Centre (ICAR), Avinashilingam Institute for Home Science and Higher Education for women (Deemed University), Coimbatore, under whose unstinted help she has been able to execute her research and complete it successfully. She records her deep sense of gratitude to her for her unceasing efforts, suggestions and constructive criticism rendered at each stage of the investigation.

The investigator offers her sincere thanks to Dr. (Mrs.) N. Jaya, M.Sc., Ph.D., (Madras) Professor and Head of Department of Human Development for giving timely and valuable advice at various stages of this study.

Thanks are also due to Dr. (Mrs.) Lakshmi Shantha Rajagopal, M.S., (Tennessee), Ph.D., (Madras), Dean of faculty of Home Science for granting permission for the conduct of the study.

The investigator records her heartfelt thanks and deep appreciation to the Head mistress Tmt. G. THULASI BAI, M.Sc, B.T (Madras) (Shri Avinashilingam Higher Secondary School for Girls) and the Adolescent girls for providing necessary information for this investigation.

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# Introduction

## I. INTRODUCTION

Adolescence is a period of transition when an individual changes physically and psychologically from a child to an adult (Hurlock, 1983). It is a stage when the individual prepare himself for the future life.

The period of adolescent generally starts at 13 years and ends at about 21 years (Dutt, 1974, steinberg, 1989). It is a period of intellectual expansion and academic experiences. During this period the immature human being approaches the culmination of mental growth (Kochar 1978) Adolescence bridges the gap between childhood and adult (Hilgered, 1980). During the adolescent years, young people go through great emotional cognitive and social transformation (Sikszentnialy and Larson 1984).

If an adolescent has had a happy childhood, suportive family and harmonious adolescent period chances of his developing into a well balanced personality are greater.

Social changes are too rapid in the present day, the increasing complexities of our culture and social structure in which we live today tend to weaken and even destroy the social structure of the family which is supposed to meet the emotional needs of the children by warmth and care (Nakhood, 1973).

Considering the effect of family on the development of an individual it has been advocated by the psychologists that no institution can replace the parental care and guidance during the formative years and also during the early adolescent years when the children especially girls are trying to make adjustments to the physical and psychological changes taking place in their bodies. Yet for several reasons the girls and boys are forced to leave their homes to pursue education in the boarding schools elsewhere.

Home conditions which force the stay of children in the residential schools may be

- lack of schools in the area of residence
- frequent transfer of parents
- family crisis such as death, divorce and desertion by one spouse leading to the state of single parent households.
- parental feeling that the boarding school will make the child well behaved and disciplined.

Whatever may be the reason today more number of children are entering the boarding schools at an early age. This trend makes it necessary that some sort of studies are conducted to assess the impact of residential schools on children who are in their early adolescent years. It is important to know the repercussion of being in the residential school on the child's academic achievement, social behaviour/maturity and emotional being.

The review of literature reveals that not many studies have been conducted in this area. Therefore this hitherto unexplored area justified the selection of this research study "Academic Achievement, Emotional and Social Maturity of early adolescent boarder and non boarder girls was undertaken.

**Objectives of the study :**

The study broadly attempted to assess the impact of the boarding on the academic achievement, social and emotional maturity of early adolescent boarder and non boarder girls. The objectives of this study were to:

- A. Study the differences in academic achievement level of the adolescent boarder girls and their non boarder counterparts;
- B. Study the differences in the social maturity amongst the boarder and non boarder adolescent girls;
- C. Study the differences in emotional maturity level amongst the boarder and non boarder adolescent girls; and
- D. Study the association between academic achievement scores, social maturity level, emotional maturity level of early adolescent girls and their family back ground factors such as father's income, ordinal position, family size, fathers education level and family type.

**Limitation of the study :**

1. Study was confined to the early adolescent girls only;
2. The study was limited to only Sri Avinashilingam Higher Secondary School\$ for girls;
3. The research work is delimited to a small sample size

**Operational Definition of the Terms :**

1. Academic Achievement - For the present study academic achievement is operationally defined as that which is indicated by the total marks obtained by the pupil in the promotional examinations of the previous year.
2. Social maturity - refers to the general characteristics about the total configuration of individual such as individual adequacy, interpersonal adequacy and social adequacy.
3. Emotional maturity - An emotionally mature personality has worked out a harmonious relationship between his basic need, his conscious and ideal with the environment which enables him to make maximum use of his psychic changes in constructive work, hetero sexual adjustment and a realistic living.

**Hypothesis of the study :**

The null hypothesis were set up for the present study after going through the related literature. Hardly any studies were conducted earlier similar to the present study.

The following null hypothesis were formed in the beginning of the study :

1. There is no correlation between staying in the boarding and academic achievement of the early adolescent girls.
2. There is no correlation between staying in the boarding and social maturity of early adolescent girls.
3. There is no correlation between staying in boarding and emotional maturity of early adolescent girls.
4. There is no association between emotional maturity of the early adolescent girls and family back ground factors such as father's income adolescent ordinal position, family size, family type, and other education.
5. There is no association between social maturity of the early adolescent girls and family back ground factors such as father's income, ordinal position, family size, family type and father's education.
6. There is no association between academic achievement of the early adolescent girls and family back ground factors such as father's income, adolescents ordinal position, family size, family type and father's education.

**Organisation of the 'Thesis :**

The thesis has five chapters. The first chapter deals with a brief introduction, the problem, the scope, the need for the study, the objectives, the limitations, operational definitions and hypothesis laid out for the study. The second chapter is devoted to a brief review of literature.

The third chapter includes the methodology, location of the study, sampling technique, criteria of sample selection, sample size, data collection techniques, selection of tools, procedure of data collection, the statistical techniques used for analysis of results.

The results along with discussions are presented in the fourth chapter of the thesis. The fifth chapter highlights the salient results and presents a summary of the conclusions, recommendations and the scope for future research in this area.

# Review of Literature

## II REVIEW OF LITERATURE

The enormous amount of literature reviewed revealed that impact of boarding on the psychological development and academic achievement of young adolescent was not much explored area. Therefore, the related reviews could only be included in this chapter.

The literature relevant to the study is reviewed in the following parts:

### Part I: Academic Achievement:

- A. Concept and Definition of Academic Achievement
- B. Factors Effecting Academic Achievement

### PartII: Social Maturity:

- A. Concept and Definition of Social Maturity
- B. Concept and Definition of Emotional Maturity
- C. Factors Effecting Emotional and Social Maturity

### Part I: Academic Achievement:

#### A. Concept and Definition of Academic Achievement:

Crow and Crow (1960) stated that academic achievement is the extent to which a learner is profiting from instruction in a given area of learning.

According to the dictionary of psychology academic achievement is the level of proficiency attained in scholastic or academic work. (Drever, 1969).

According to More and More (1980) academic achievement also refers to particular learning in a particular setting. It is defined by test score and teacher given grades and percentiles in academic subject. School success depends upon, the ability of the students to perform the operations measured by these techniques.

The high achievers are the those who scored 75 per cent and more where as the low achievers are those who scored 50 per cent and below, those getting 51 to 74 per cent are considered as average achievers (Depands and Hodhi, 1981).

According to Laurence and Stenberg (1985) educational achievement is usually defined in three ways. The grades the students earn in school, their performance on standardized test of academic achievement, or the numbers of years of schooling completed.

Academic achievement refers to the level of performance in school or in college, accomplishment or success in school or college. Academic achievement has been one of the most important goal of the educational process (Jaganathan, 1986).

## B. Factors Effecting Academic Achievement:

The following factors influencing academic achievement:

- i. Family Background
- ii. Home Environment
- iii. Level of Aspiration
- iv. Intelligence
- v. Achievement Motivation
- vi. Personality Factors
- vii. School Environment, Physical Facilities and
- viii. Peer Relationship

### i. Family Background:

A large number of variables are included in the background factors such as parental education, occupation, family income, size of the family, types of family and education, income and occupation of different members of the family. It also includes the caste and sex of student. Several studies have tried to locate relationship between these variables and academic performance. Some important studies in this area are being quoted below:

Mc Candles et al., (1979) stated that socio-economic background may either inhibit or facilitate the student's capacity to take advantage of existing opportunities.

Armour (1970) was of the view that the quality of an adolescents home environment, as measured simply in terms of the persence of such items as television set, dictionary, encyclopedia, newspaper, vaccum cleaner and other indicators of family income is more strongly correlated with youngsters levels of academic achievement.

Annamalai (1971), Mercy Abraham (1983); Dekle (1984) conducted a study which revealed that, intelligence, academic performance, level of aspiration and socio-economic status are the factors influencing academic achievement.

Mohan and Gulati (1986) conducted a study to find the determinants of academic achievement. It was found that academic achievement emerges to be an outcome of large numbr of determinants interacting with each other and collectively socio-economic status, interest motivation, introversion, self perception, personality adjustment and social value, were found to be positively related to academic achievement.

Weston and Roberts (1962) found that the parents of high achievers and higher formal education than those of low achievers.

Ruth Dygan (1972) found that the student with low academic achievement lacked in educational tradition.

Pillai (1966) found that family income has a positive relationship with academic performance.

Chopra (1977) has reported that parental occupation is positively related to the academic achievement of student.

Austin (1964); Patil (1966); Boncer (1967) also found that socio-economic status is positively related to the academic performance but contrary to it, Kenneth (1967) has found that socio-economic status is not a significant factor in determining academic achievement.

Joshi (1976) found that socio-economic status of the student from high achieving school was significantly higher than that of the low achieving school.

Ganguly (1989) found that in both urban and rural area the upper socio-economic status group has done significantly better than the lower socio-economic status group in achievement test in all the three group of subjects language science and humanities.

R.A. Miller et al., (1989) found the children of relatively high socio-economic status to be more aspirant for higher educational level than their lower middle or lower class peer.

Vijayalakshmi and Hemalatha (1992) found that there is positive influence of socio-economic status on academic

achievement.

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Roberts (1962) reported that the fathers of high achievers were engaged in high ranking professions.

Roberts (1962) reported that family size, home duties performed and home adjustment do have influence on academic performance.

Joshi (1979) concluded that low achievement of students at secondary examination was due to both the non-academic atmosphere at home and poor economic condition of parents.

According to Meera and Mahila (1987) comparatively a very small percentage of adolescents of better educated parents find subjects hard to understand. This again shows that the adolescents of the educated parents are at an advantage in their school education.

An adolescent who lags behind in ~~th~~his school studies is often one whose parents are illiterate or less educated, Mohan (1989).

Sangeetha (1991) founds that mother's education level and socio-economic level positively influenced the academic achievement. But no difference in the scholastic achievement

level was found in respect to mother's being working or non-working.

Despite the fact that socio-economic status plays an important role in contributing to academic performance, it cannot be categorically concluded that high socio-economic status invariably tends to produce high academic performance since studies contrary to it are equally significant. But most of the studies reveals a high positive correlation between socio-economic status and academic performance.

ii. Home Environment:

Deprivation - A number of researchers has been undertaken on the relationship of various kinds of deprivation and academic achievement (Davis, 1978; Deutsch, 1960; Khatri 1965; Chopra, 1969; Singh, 1976; Panda, 1977; Ramoji Rao, 1977; Singh, 1979; and Nair, 1978. The findings of these studies indicate that deprivation of various kind has adverse effect on the academic achievement of school going students.

Bhargava (1982) reported that except few reversals there was a general trend of negative correlation between the prolonged deprivation and academic performance.

Varma and Sharma (1988) has found in their study

high deprivation has detrimental effect upon the academic achievement.

Srilata (1966) has found in her study that the total home environment consisting of the physical, emotional and socio-economic aspects of the home is positively and significantly related to scholastic achievement.

Children living with both natural parents had higher scores than those who were not. Considering ordinal position, middle children score lower than the other and older and younger children and singleton did about the same and considering member of other children in the family students from smaller families had higher scores than students from larger families (John et al., 1978).

Danley et al., (1979) investigated the family structure in terms of three family types, i.e. intact, reconstituted and solo parents. It was found that subjects from intact families exhibited the highest performance levels while students from solo parent home exhibited the lowest performance level. They also found that family disorganisation had a negative impact on scholastic performance.

Researcher have focused on three ways in which the adolescent home may influence his or her level of achievement. First studies have shown that authoritative parenting is link to school success during adolescence, (Lawrence (1980)).

Dornbush et al., (1987) demonstrated that adolescents whose parents were authoritative and consistent, performed better in school than their peer whose parents were permissive or autocratic. Interestingly the poorest school performance was observed among adolescence whose parents were inconsistent in their child rearing. That is even though adolescents whose parents were autocratic received lower grade than student whose parents were authoritative. Adolescent whose parents used a mixture at a autocratic and permissive technique performed even worse.

Featherman (1980) stated that a second way in which the family influenced adolescent academic achievement is through parental encouragement. Studies have shown that adolescents achievement is directly related to the level of achievement, their parents expect them to attain. Adolescent whose parents expect them to go to college are more likely to do so than adolescents of equal ability whose parents expect less of them.

Mukherjee et al., (1991) found in their study proper fooding, nutrition, clothing, availability or other essential facilities at home, exposure to outside world, cultural, recreation etc., are the main requirements for proper development off intelligence and scholastic achievement of a child. Scarcity of affection, less care

etc., from parents, friends, teacher and others may generate psychological problems or personality disorder, but do not hamper the growth of intelligence or scholastic achievement of the child. psycho-economic deprivation, cultural deprivation are more damaging on the cognitive development of a child.

iii. Level of Aspiration:

Vijayalakshmi and Hemalata (1992) putforth that the higher the level of aspiration, greater is the academic achievement and vice-versa.

iv. Intelligence:

Large number of studies have been conducted to find out the relationship between intelligence and scholastic performance. On the basis of the findings of these studies we have now convincing evidence to prove that intelligence corresponds fairly closely to the success of students in academic performance.

Vijayalakshmi and Hemalatha (1992) found in their study that academic achievement is influenced by intelligence.

According to Mukerjee et al., (1991) intelligence has great role on the academic achievement.

According to Dave (1974) majority of students who failed in the high school examination were below average in intelligence. This indicates a significant positive relationship between intelligence and academic performance.

Makhija (1973); Gupta (1975); Rai (1976); Roy (1976); Mukherjee (1991) indicated there is a significant and positive relationship between intelligence and performance in school subjects.

v. **Achievement Motivation:**

According to Agarwal, (1980); Vijayalakshmi and Hemalatha (1992); there is a significant positive relation between academic achievement and achievement motivation.

Sura and Panth (1990) opined that students with high achievement motivation got good scores in school examination.

**Personality Factor:**

Certain personality factors found to have influence on the academic achievement are given below:

Honsfond and Hatte (1989) concluded that some of the personality traits considered to be necessary for

academic achievement are intelligence, motivation and need to achieve.

In social and family adjustment the high achievers are superior to the low achievers (Parkh, 1978; Patel and Joshi, 1977; Rai, 1979; Mohan and Assaria, 1973).

Social competence in childhood is often a powerful predictor of academic achievement. Children who are accepted by their peers or display prosocial and responsible forms of behaviour at school tend to be high achievers, whereas socially rejected and aggressive children appear to be especially at risk for academic failure (Dishion, 1990).

Interpersonal aspects of social competence such as social goal <sup>s</sup>etting problems/solving capabilities and feeling <sup>of</sup> social support and trust have been linked to intellectual accomplishment and academic achievement (Ford, 1982; Wentzed et al., 1991)

Most relevent to academic achievement are rules and norms that govern social interaction in the classroom, such as those requiring co-operation, respect for others, and positive forms of group participation (Ames and Ames, 1984; Went@l, 1991).

Beer and Pramod (1977) have found in their study anxiety has negative effect on educational achievement.

Bending, (1958); Entwistle, (1968); Gulati, (1984) have found that high emotionality has a negative effect on the academic achievement of the individual.

### School Environment and Physical Facilities:

School environment differ markedly in physical facilities, in opportunities for pursuing academically enriched programmes and in class room atmosphere. Many young people who genuinely want to secure are impeded not by lack of talent or motivation but by a school environment that makes academic success virtually impossible (Lawrence, 1980).

Dave (1974) reported that low academic performance in high school examination was due to illequipped libraries and lack of teaching material.

### Peer Group:

Epstein (1983) studied the effect of peer group on an academic achievement found that the student with best friend who achieved high grades <sup>in</sup> and school were more likely to show improvements in their own grades than student ~~began~~

who

at similar level of achievement ~~had~~ friends who were not high achievers. Among low achieving adolescents for example those with high achieving friends were more likely to plan to continue their education than those with low achieving friends.

## Part II: Social Maturity: and Emotion Maturity:

### A. Concept and Definition of Social Maturity:

Doll (1953) defined social maturity as the ability to take care of oneself and to assist in the care of others. Thus it is the statement concerning the functional capability of the individual and the adaptive behaviour of an individual.

Social maturity involves six main areas. All the six areas should be considered if social maturity of an individual is to be measured as human behaviour cannot be studied through one characteristic. The six major attributes of social maturity are self help, self direction, communication, locomotion, socialization and occupation.

Social maturity of any person reveals personal characteristics and social behaviour affects the likelihood of an adolescent accepted by peer. In general as in the case of younger children adolescents of both sexes who has helpfulness, unselfishness, goodlook, courtesy, cheerfullness, enthusiasm, friendliness resourcefulness and responsibility enhances social acceptability (Asher (1978); Hartup, (1983); Conger, (1984).

During adolescence, age mates work more co-operatively in groups - staying on task, interacting more,

interrupting each other less asking for opinion and acknowledging another's contribution (Smith, 1983; Hartup, 1983).

Robert Kaston Boan (1979) social competence is ability to form and maintain maturity rewarding relationship, to take one's share of responsibility and in general, to be a person among other pleable.

Greenberger et al., (1985) using the term psychosocial maturity proposed that growth towards social majority has three primary dimensions. First, mature people are thought to be capable of functioning effectively on their own. This capacity called individual adequacy and include elements of self-control. Second, maturity includes the capacity to interact and function with others. This capacity is called interpersonal adequacy and includes the ability to communicate, to trust, and to understand and manage relations through interpersonal skill. Finally a mature person has the capacity to contribute to social cohesion. This capacity is called social adequacy and includes a form of social commitment involvig the ability to form interpersonal <sup>re</sup>lation and have the idea that things <sup>can</sup> change and an acceptance or tolerance of difference among people.

Therefore, when we refer<sup>to</sup> the psycho-social maturity we are talking about the general character<sup>is</sup>tics about the

total configuration of individual, inter-personal social adequacy skill and the personality mechanism that integrate to them.

Josselson et al., (1977) also think of social maturity having three basic dimension.

- a. Individual Adequacy
- b. Interpersonal Adequacy
- and c. Social Adequacy

According to them

a. Individual Adequacy:- It means the ability to function effectively on one's own. Individual adequacy include self-reliance as displayed in sense of control and initiative and the absence of an excessive need for social validation. It also includes being skillful in work, establishing reasonable standard of competence and enjoying work. The adolescent with clear-self concept who thinks about his or her life as good and has an interalized set of values is psycho-socially mature.

b. Interpersonal Adequacy:- Interpersonal adequacy denotes ability to interact satisfactory<sup>ly</sup> with others. It includes communication skill such as empathy. The psychosocially mature adolescent knows what is expected of him or her in key situation and can manage circumstance in which he or she is caught between the conflicting expectation of more than one

rule. Interpersonal adequacy also include what Josselson and her colleagues speak of as "enlightened trust". This means that the person can let himself or herself depend on others within reasonable limits and has an over all view of human nature that is not too simplistic.

c. Social Adequacy:- Social adequacy means the ability to contribute to socio-cohesion. It includes sense of social commitment. The adolescent feels himself or herself to be part of the larger community connected to people outside the immediate interpersonal circle. Further more there is a willingness to modify personal goal in favour of social goal for alliances and to pursue social goal that will take many years to achieve. The psycho-socially mature adolescent is also open to sociopolitical change and tolerant of individual and cultural differences including an awareness of the costs and benefit of tolerance and has practical willingness to interact with people who differ from the norm.

Josseleson (1980) found that high maturity girls showed much individuality and found satisfaction as much in their own emerging interest as in group-oriented activities. Yet, intimate girls' friends were still of greater importance than boy friends to many of the high-maturity girls. Peer pressure did not seem to be as compelling for the high maturity girls as for the low maturity girls. They were able

to see people more objectively as individual in their own right, just as the high maturity boys did. The low maturity girls tended to have egocentric views of others seeing them only in relationship to themselves.

Many of the high maturity girls talked about having to work through conflicts inside themselves to reach their present state and about having other conflicts to resolve.

b. Concept and Definition of Emotional Maturity:- According to Mussen et al., (1964) a person with a nature personality has worked out a harmonious relationship between the basic need, his conscious and ideals and the environment which enables him to make maximum use of his psychic change in constructive work, heterosexual adjustment and altruistic of living.

Hurlock (1988) stated that boys and girls are said to have achieved emotional maturity if by the end of adolescence they do not "blow up" emotionally when others are present, but wait for a convenient time and place to let off emotional steam in a socially acceptable manner.

Emotionally mature person assesses a situation critically before responding to it, emotionally instead of reacting to it unthinkingly as would a child or an immature person. This results in adolescent ignoring many stimuli

that would have caused emotional outbursts when they were younger. Finally emotionally nature adolescents are stable in their emotional responses and they do not swing from one emotion or mood to another, as they did earlier.

To achieve emotional maturity adolescents must learn to get a perspective on situation which otherwise would lead to an emotional reaction.

Hall (1980) conducted a study on emotional maturity among adolescence and found that the teens are emotionally unstable and pathetic.

Sudha and Nirmala (1984) conducted a study on the effect of emotionality on self confidence of adolescent and found that student who were in their level of emotional maturity were also found to be high in their level of confidence.

Jones et al., (1985) maturation that underlies emotion requires attentiveness, perceptual discrimination, susceptibility to conditioning and insight into a given situation rather than the development of fear, anxiety or other emotion in itself.

According to Fleming (1957) emotional maturity may be described as a transition from narrow love circle of the tittle child through the widening heterosexual interests of

the adolescent to the next building of the young adult and the wider social sympathy of the mature citizen. The adolescent who matures successfully may said to be the one who achieves progress in four field.

- a. The acceptance of one's self adjustment to one's appearance and one's ability.
- b. The acceptance of one's self in relation to a group recognition of the variability of one's status and of the specificity of leadership.
- c. The acceptance of others, their difference and the <sup>9</sup>upperdictability of their behaviour
- d. The acceptance of others in relation to oneself, the relativity of friendship and of the means by which one may make oneself acceptable to other.

Carmachael (1978) feels that emotional maturity should be defined in the light of all the resources and powers that come into a person's possession in the process of development. It should emphasize the idea of using emotional resources in a healthy and spontaneous way. According to this concept, "mature emotional" behaviour, at any level of growth is that which reflects the fruits of normal development in all the interacting aspects of the child's personality. On this theory a person who is able

to keep his emotions under control, who is able to brook delay and to suffer without self-pity might be considered emotionally mature.

He further enlisted the following factors which have bearing on emotional maturity are:-

- i. A change from helpless to a greatly increased capacity for self-help with a consequent progressive freedom from the frustration and fears that beset a helpless creature.
- ii. A shift from object dependence on other to increasing balanced independence.
- iii. A shift from capacity to appreciate and react only to immediate to increase capacity to encompass the past and to anticipate the future, with resulting in anticipation of both good and idle.
- iv. A change from a disposition to be physically very active to an increased capacity during adolescence and later to tolerate and to enjoy sedentary pursuits.
- v. A shift from social life centred only on the parent to a social life that encompasses one's peers and which also includes a capacity not

simply to tolerate but to appreciate person who are considerably older and considerably younger than oneself.

- vi. A change from being a creature who at first receives much gives little, to one who is capable of learning to get enjoyment from giving.
- vii. Development from the status of being the child of the family to the status ultimately of being able to have children of one's own and along with the development a capacity to exercise the feelings and attitude involved in being a parent psychologically whether or not one is a parent biologically.
- viii. An increased capacity for bearing the inevitable suffering and pains connected with life and growth without feeling abused.
- ix. An increased capacity for sympathy and compassion as one assimilate the meaning for self and other of the joys and vicissitude of life. These are a few of the trends in development that seem to have a bearing on a maturity person's emotional life.

Emotional stability in an adolescent results out of the interaction among the needs arising from within the individual forces from the environment and the predisposition of the individual (Shanmugan, 1975).

**C. Factors Influencing Emotional and Social Maturity of Adolescents:**

Factors responsible for socio-emotional maturity of adolescent are given below:

1. Disciplinary Technique of Parents
2. Sibling Influence
3. Ordinal Position
4. Influence of Mother's Personality
5. Family Crisis
6. Socio-economic Condition of the Home
7. Achievement Motivation of Adolescent
8. Academic Achievement of Adolescent
9. Influence of School
10. Influence of Institutionalized and non-institutionalized School

**1. Disciplinary Techniques of Parents:**

Equalitarian, permissive and laissez-fair parents who assume a false and exaggerated equalitarian status do not provide the kind of support that adolescent need. Some

parents let adolescent do their own thing either because they are not involved or not care as in the case of neglecting parents. Others seem to have distortion of parental responsibility so there is, more chance to achieve impaired social and emotional stability (Conger, 1977).

## 2. Sibling Influences:

Hartup (1983) has found that peer experience in childhood and adolescent were significantly related to later socio-emotional adjustment. Also found that children with poor peer relation have higher probability of adult neurotic and psychotic disturbance, conduct disorders and delinquency and disturbance of sexual behaviour and adjustment than those who get along with their peers.

## 3. Ordinal Position:

Ordinal position of the child is also a significant factor. While the youngest child the baby of the family at the same time he learns to keep pace and compete with his older sibling. The eldest child is expected to be responsible the one to set the pace for the younger ones. At the same time he is treated with special consideration. The second or the third child does not get as much parents attention as the eldest and youngest offspring. In this way youngest, the first and last child

have well socio-emotional adjustment as compare to second and third children (Conger, 1977).

Doss (1980) found in his investigation that maladjustment appears to be the greatest among the first born. In all area of home, health, social and emotional adjustment and the fifth and fourth born show least maladjustment in all area of life.

Shela (1980) reported that there is relationship between birth order and maladjustment in the area of home, health, social and emotions.

Serosen (1970) also reported that higher maladjustment is found among first born and later born have lower maladjustment.

#### 4. Influence of Mother's Personality:

The mother's personality and her attitude towards the child care of profound importance in the child's emotional and social adjustment. The principal symptoms of maternal deprivation are found to be withdrawl, lack of contact with the environment, refusal to eat, crying and stupor. However, some studies have also indicated that maternal deprivation is not the sole cause, Emery (1982).

Emery, (1982); Griest and Welles (1982) found in their study that parental depression and marital conflicts would disrupt parenting practice in the home and serves as a model for socially inappropriate interactional style.

Sangeeta (1975) found in her study that employment of mother in general does not effect the social behaviour of children. She also found that children prefer emotional security and stability to maternal comfort.

Ahluwalia and Kavita (1975) found in their study that the children of non-working women had better social development than children of working mother.

#### 5. Family Crisis:

Cole (1982) is of the opinion that family crisis is most important factor that determines one's adjustment. Beso et al., (1962) concluded that divorce among parents greatly effects adolescents emotion and social adjustment and academic achievement.

Malon and Jamison (1959) reported that adolescent living with problematic parent have more adjustment problem than those living with non-problematic parents.

#### 6. Socio-economic Condition:

Gunthy and Sinha (1983) have reported that socio-economically deprived boys have emotional instability, poor adjustment towards their curricular and co-curricular programme.

Srivastava (1980) putforth that the socio-culturally deprived boys were significantly more maladjusted in emotion than the non-deprived boys.

#### 7. Achievement Motivation:

Agrawal (1974) has found in his study that in case of adolescent girls, home. health and emotional adjustment were significantly and positively related to achievement motivation but social and school adjustment were positively but insignificantly related to achievement motivation.

#### 8. Academic Achievement:

Patel and Joshi (1977) found in their study that high achievers are more higher on social adjustment than low achievers.

Pramhansraj and Murari (1989) found in their study that high marks scorer are more higher on both social and emotional adjustment than average and low scorer.

9. Influences of School:

Charles (1980) found in his study that the behaviour of the teacher has an impact on the mind of the child. If the atmosphere or environment of school is not good,, children are likely to have ill adjustment with society.

10. Influence of Institutionalized and Non-Institutionalized:

Shankar and Walia (1973) found that orphans who lost both the parents and live in orphanages were found to be on the whole emotionally disturbed and socially as well as educationally ill-adjusted.

Sinha, (1978) found in his study that hostellers feel less secure in comparision to-day-scholars. Further hostellers and day-scholars significantly differ in the relationship of family attachment and security.

Contrary to the above Vajpayi (1979) stated that the hostellers as compared to day-scholars were more emotionally stable, dominant and self-confident, they did not differ significantly with regard to sociability, extroversion and self sufficiency.

Durga (1979), Institutionalized children of 7, 11 and 15 years of age were interviewed with regard to their concept of emotion. Questions were posed pertaining to the identification of emotion, the effect of emotion on other psychological processes and the strategies by which both the display and experiences of emotion may be regulated. The results of this study were analysed together with those from an earlier study conducted by Harris et al., (1981) in which non-institutionalized school children were interviewed.

Institutionalized children showed the same general (development) shift in their conception of emotion, albeit in a delayed fashion in some cases, as was found in the earlier study for the non-institutionalized school children.

Wolkind (1984) found that the behaviour typical of conduct disorder was common among children who had been institutionalized at an early age. This was true even in relatively good institutional settings. He used the term affectionless psychopathy in connection with such children and concluded that their antisocial behaviour had been heavily influenced by their early family of life prior to entering the institution. Evidently the trauma of institutionalization had worsened anti-social trends that they had started very early in an inadequate home.

In other study conducted by Smith and Cowie (1980) to see whether institutional rearing in early life resulted

in behaviour problems and disturbance in affectiioal relationship. The institutional children had the highest score were significantly higher for poor concentration, problem with peers, temperantrum an clingings.

Recent follow-up studies of children separated from parent before 7 years age and reared in institution showed long term negative out-come especially with regard to peer relation and parenting (Sroufe and Cooper, 1981; Roy, 1983; Quitin et al., 1984).

The earlier and longer the istitutionalization the more profound the effect (Rutter, 1981).

# Methodology

### III. METHODOLOGY

The plans, designs and methods used in this study are described in this chapter. The study design used was experimental versus control. The descriptive analysis has been followed to elicit the back ground information of this study.

The experimental procedure for the study "Academic Achievement, Social and Emotional maturity of early adolescent boarder and non-boarder girls" is discussed under the following heads:-

- A. Selection of the Area
- B. Selection of the sample
- C. Selection of the Tools
- D. Pre testing of the Tools
- E. Collection of the Data
- F. Analysis and Interpretation of data

#### **A. Selection of the Area :**

The study was conducted in Coimbatore city of Tamil Nadu. Sri Avinashilingam Higher Secondary School for Girls was selected purposively for collecting the data, Owing to the availability of required sample and the co-operation evinced by the students. The investigator obtained the necessary permission from the Headmistress of the Avinashilingam School before data collection.

**B. Selection of Sample :**

Purposive sampling technique was adopted for selecting the samples. The samples was identified for both the Experimental (boarders) and control (non-boarders) group of adolescent girls from IX, X and XI, XII standards. A total sample of 100 girls in the age group of 14-16 years (early adolescents) was selected. Out of which 50 girls were in experimental and 50 in the control group. Hurlock (1985) stated that children in the age group of 13-16 years are in the early adolescent period.

**C. Selection of the Technique and Tools :****a) Technique :**

The interview method using a schedule was considered most appropriate for collecting the background information of the respondents.

The relevant standardized tools were administered in a group to the respondents in the regular class room situation.

**b) Tools :**

The standardized tests used for data collection were as follows:

1. Background Information Schedule : A questionnaire was prepared for collecting the information on the family background of the respondents (Appendix I)

2. Emotional Maturity Scale (EMS) : Emotional maturity scale by Singh and Bhargava (1990) was used for assessing the emotional maturity of the sample. EMS is a self reporting five point scale (Appendix II). The Emotional Maturity Score Interpretation is given below:

Scores	Interpretation
50 - 80	Extremely Stable
81 - 88	Moderate Stable
89 - 106	Unstable
107 - 240	Extremely unstable

3. Social Maturity Scale (SMS) : Social Maturity Scale by Rao was used for studying the social Maturity level of girls. It consisted of 90 statements having a range of four responses for each statement.

Following the procedure suggested by Rao norms for identifying the extrema groups on the sample such as less Mature, Moderately Mature and Very Mature were formed using arithmetic mean  $\pm$  1 S.D. as a cut off point. Combined arithmetic mean of the total score for the experimental and control groups were considered (Appendix III). The social

Maturity Score Interpretation is given in the following table.

Scores	Interpretation
Less than 209	Less mature
209 to 246	Moderate Mature
More than 247	Very mature

4. Date on Academic Achievement : In order to get the information on the academic achievement of the respondents their cumulative marks during the previous year's examination were taken from the school records (Appendix IV).

The interpretation regarding the percentage of marks obtained is given below :

Percentage of Marks	Achievement Level
Below 60	Low achiever
60 - 79	Average achiever
80 - 100	High achiever

**D Pre testing of the tools :**

All the tools were pretested in a pilot study conducted on 10 early adolescent girls. The pilot study sample had the same characteristics as that of the respondents selected later for the study. The necessary modifications were made wherever required in the tools after the pilot study.

**E Collection of the Data :**

The Headmistress of Sri Avinashilingam Higher Secondary School for girls was approached before collecting the data. Adolescents from IX, X, XI and XII standards were selected both for the control and experiment group and rapport was established. A suitable time was decided for data collection. On the scheduled days tests on emotional & social maturity were administered one by one in group. Proper instructions were given as to how they must answer the questions without discussing with each other. The time taken to complete both the tests on our average was around two hours. The test schedules were collected from the subjects after filling up the same.

Data on the academic achievement was collected from the school records. The marks of the selected sample in all the exams in the previous year were taken into account cumulatively. The total marks of each student were converted

into percentage which was considered to be the academic achievement of the subjects. Those respondents who scored seventyfive per cent and above were considered as high achievers and students who achieved from 51-74 per cent were considered as average achievers students getting scores below 50 per cent were considered as low achievers.

#### **F Analysis and Interpretation of Data :**

After collecting the data, each schedules was checked thoroughly to ensure that no incomplete information was recorded. with respect to the emotional and social maturity tests, each test schedule was to be scored. Hand scoring was done for the test schedules as per the instruction manual. Further the scores were added and cumulative score was obtained which helped in interpretation of the responent's emotional and social maturity levels. The data so obtained was consolidated, tabulated and analysed using descriptive analysis, "F" test of significance and test of independence for the back ground factors and scores of adolescents girls in respect to their Academic, Achievement, social and emotional maturity in a  $r \times c$  contengency table was carried out by calculating  $\chi^2$ . (Chi - Square).

# **Analysis and Interpretation of the Data**

#### IV ANALYSIS AND INTERPRETATION

This research study aimed at investigating the Academic Achievement, Social and Emotional Maturity of early adolescent boarder and non-boarder girls.

This chapter presents the critical analysis of the data and interpretation of the findings under the following heads:

- A. Information on the Family Background of the Selected Children;
- B. Information on Reasons for Living in Boarding;
- C. Association Between the Academic Achievement Emotional, Social Maturity and Family Background of Adolescents;
- D. Difference in Emotional Maturity Level of Early Adolescent Girls in Experimental Versus Control Group;
- E. Difference in Social Maturity Level of Early Adolescent Girls in Experimental Versus Control Group; and
- F. Difference in Academic Achievement Level of Early Adolescent Girls in Experiment and Control Group.

A. Background Information of the Selected Adolescents:

For the present study girls in the preadolescent age (14-16) were selected for both the experimental as well as the control groups..

The age wise distribution of sample is presented in Table I.

Table I. Percentage distribution of control and experimental group of respondents as per their age

Age in Years	Respondents belong to	
	Control	Experimental
14	36	36
15	18	18
16	46	46

Due to the non-availability of a large sample in the experimental group; equal distribution of sample in each age class could not be done. However, efforts were made to have equal numbers of sample under each age class (14-15-16 years old) in the experimental and control groups. The table shows that 46 per cent of the respondents in both were 16 years old, 36 per cent were 14 years old and only 18 per cent of

them were fifteen years old.

In the present study types of family of control and experimental group was studied and data on the family type of the responded is given in Table II.

Table II. Percentage distribution of respondents in experiment and control group as per their family type

Family Type	Family Type of the adolescents belonging to	
	Control Group	Experimental Group
Joint Family	16	24
Nuclear Family	84	76

Eighty four per cent of control group and 76 per cent of the experimental group respondents belonged to nuclear families.

Table III display the data on the Family size of the selected children.

Table III, Percentage distribution of the family size of the selected experimental and control group of children

Number of Family Members	Family size of the children belonging to	
	Control Group	Experimental Group
1-3	28	40
4-6	66	42
7-9	6	6
9 or above	-	2

Majority of the households both in the experimental and control group had 4 - 6 members in the family. Only 2 per cent of the experimental families had 9 or more members.

Table IV presents the ordinal position of selected control and experimental group of adolescents.

Table IV, Percentage distribution of ordinal position of control and experimental group of adolescents

Ordinal position	Ordinal position of children belonging to	
	Control group	Experimental group
First born	46	46
Second born	42	50
Third born	12	4

Forty six per cent of respondents both in the experimental and control group were first born. Fifty and forty two per cent of the respondents in the experimental and control group respectively were second born.

The area of residence of control and experimental group of sample is given in Table V.

Table V, Percentage distribution of area of residence of control and experimental group of adolescents

Area of Residence	Area of residence of respondents belonging to	
	Control group	Experimental group
<u>Control Group</u>		
Rural	30	54
<u>Experimental Group</u>		
Urban	70	46

The above table shows that seventy per cent of control group respondents belong to urban area while only 46 per cent of experimental group belonged to urban area. A majority of experimental group sample belonged to rural area. That may be one of the reasons for their stay in the boarding school.

The age of parents of control and experimental group of respondents is presented in Table VI.

Table VI, Percentage distribution of parents of control and experimental group of adolescents according to their age.

Age Range in Years	Parents of children belonging to			
	Control group		Experimental group	
	Mother	Father	Mother	Father
32 - 37	48	10	14	10
38 - 43	44	36	56	46
44 - 49	8	28	--	36
50 - 55	--	26	--	6
Above 55	--	--	--	2

A higher percentage of father both the control and experimental group of adolescents were in the age of 38-43 years. Only 2 per cent father of the experimental group adolescents were above 55 years of age.

Table VII presents the percentage distribution of father's of experimental and control groups of children according to their educational level.

Table VII, Percentage distribution of the fathers of control and experimental groups of adolescents according to their educational level

Educational Level	Father's of children belonging to	
	Control Group Father	Experimental Group Father
Primary	10	12
S.S.L.C.	22	40
Intermediate	26	34
Graduate	20	10
Post Graduate	22	4

With regards to the educational of father 22 per cent of fathers of control group had done post graduation as against only 4 percent of fathers of experimental group sample. Since majority of the experimental girls belonged to the rural areas their father's may not have got an opportunity to go in for higher studies.

Table VIII, shows the occupation pattern of parents of selected sample.

Table VIII, shows Percentage distribution of occupation of parents of control and experimental group of adolescent girls

Occupation	Parents of children belonging to			
	Control Group		Experimental Group	
	Mother	Father	Mother	Father
Non-employed	80	--	90	-
<u>Primary sector</u>				
(Unskilled workers)	--	4	--	60
<u>Secondary sector</u>				
(Skilled workers)	6	4	--	2
<u>Tertiary sector</u>				
(Service organised trained qualified professionals)	14	92	10	38

The above table indicates that 92 per cent of fathers belonging to the control group were in the tertiary sector employment as against 38 per cent of the experimental group fathers. In the experimental group majority (60 per cent) of fathers were in the primary sector having mainly the agriculture as occupation. This may be one of the reasons for the sample for staying in the boarding.

With regard to the mother's occupation 80 per cent in the control group and 90 per cent in the experimental group mothers were housewives.

The occupation pattern of parents of adolescents both in the experimental and control group is shown in figure 1.

Fig 1 Occupation pattern of parents of Adolescents

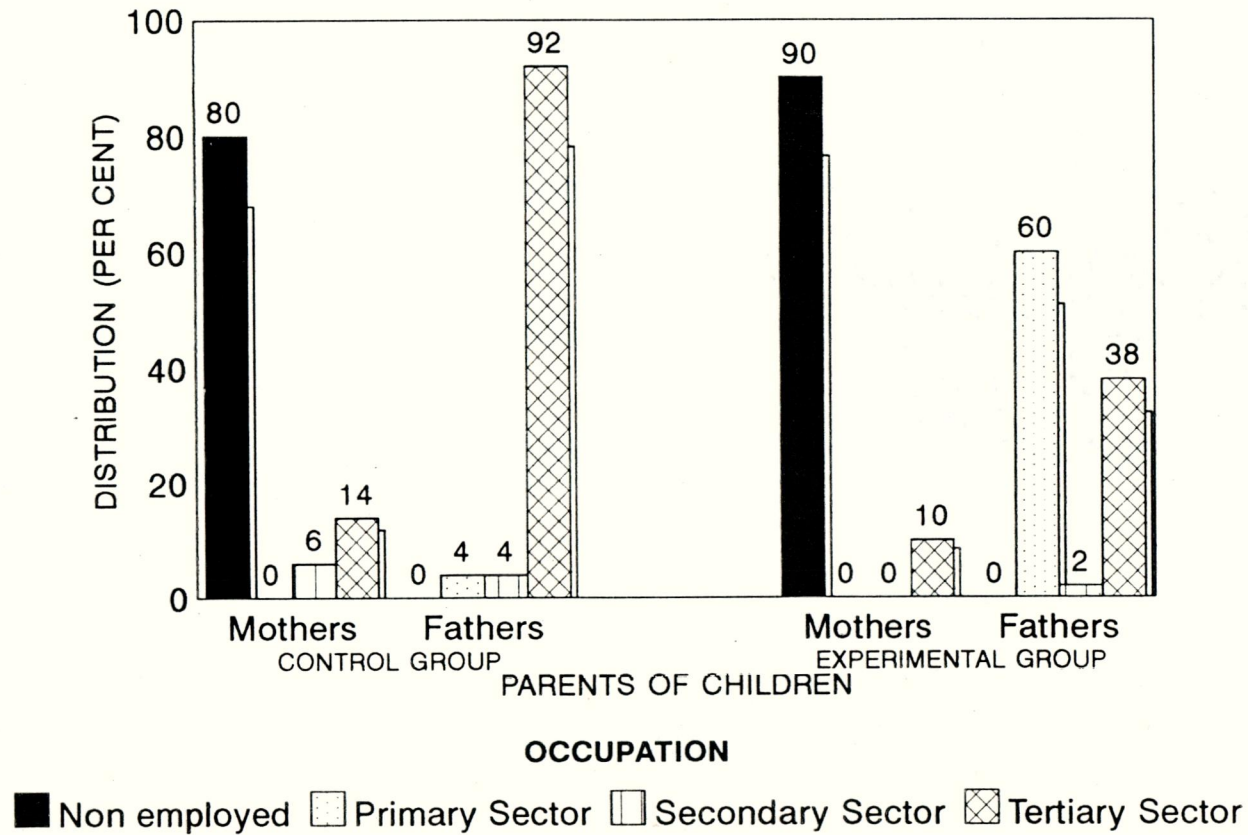


Table IX presents the percentage distribution of experimental and control households according to their monthly income.

Table IX, Percentage distribution of experimental and control households according to their monthly income

Income Range in Rupees	Family income of respondents belonging to	
	Control group	Experimental group
Below 2,000 (Low income)	24	4
2,000 to 3,000 (Low middle income)	34	46
3,001 to 5,000 (Middle middle income)	24	38
5,001 to 10,000 (High middle income)	18	12

Above table shows that 24 per cent of the households of adolescents in the control group belonged to the low income group as against only 4 per cent of the households of the experimental group.

Majority of the households in the control group (34 per cent) and experimental group (46 per cent) belonged to the low middle income group.

With regards to high middle income group 18 per cent of the households of control group and 12 per cent of the households of the experimental group belonged to this income range.

**B. Reasons for Living in Boarding:**

The present study sought to find out the reasons from experimental group adolescents for their living in the boarding schools. The reason expressed by the boarders are given in table X.

Table X, Percentage distribution of reason given by respondents for living in the boarding

Reasons	Percentage
Not able to study at home because of large family gathering frequently	40
To study well and learn good manners	6
Transferable job of father	2
Distance of local school being too much	34
Lack of higher education facilities in the native area	14
To get more time to study in the boarding	4

Forty per cent of the girls stayed in the boarding because they were not able to study at home due to large family gatherings at frequent intervals.

This was followed by the reason that the distance of the local school was too much to cover every day (34 per cent). Fourteen per cent girls joined the boarding school due to the lack of educational facilities in the native places.

C. Association Between the Emotional, Social Maturity, Academic Achievement and Family Background:

Association between father's income and emotional maturity level of adolescents was worked out taking into consideration the emotional maturity scores of both the groups together. The appropriate two way data pooled over the groups is presented in Table XI.

Table XI, Two-way table of income of father and emotional maturity scores of adolescents (pooled over control Vs experimental)

Father's Income	Emotional maturity score of respondent			
	Unstable	Extremely unstable	Stable	Extremely stable
Below 2,000 (Low income)	7	8	2	3
2,001 - 3,000 (Low middle income)	10	17	4	1
3,001 - 5,000 (Middle middle income)	15	13	3	4
5,001 - 10,000 (Middle high income)	4	5	3	1

$$\chi^2 = 5.94 \quad (\text{NS}), \quad 9 \text{ df.}$$

From the pooled data it is seen that the  $\chi^2$  (5.94) at 9 df is statistically not significant. It indicates that the emotional maturity of the girl is independent of father's income.

The findings of the present study shows that the emotional stability of the adolescents is not influenced by father's income. In contrast to the above finding Gomathy and Sinha (1983) reported that socio-economically deprived boys have emotional instability.

From the present study it can be concluded that the other factors such as love, parental concern, family support and so on are more important for developing emotional stability in adolescent girls.

Thus the hypothesis that there is no association between emotional maturity of early adolescent girls and the income level of their parents is accepted.

Association between ordinal position of adolescents and emotional maturity was worked out taking into consideration the emotional maturity scores of both the groups together. The appropriate two way data pooled over the groups is presented in Table XII.

Table XII. Two way table of ordinal position of respondents and emotional maturity scores of adolescents (pooled over control Vs experimental group)

Ordinal position	Emotional maturity scores of respondent			
	Unstable	Extremely unstable	Stable	Extremely stable
First born	15	24	4	5
Second born	16	15	7	3
Third born	5	4	1	1

$\chi^2$  value = 3.46 (NS) 6 df.

Above table shows that statistically there was no association between the ordinal position of the selected adolescent girls and their emotional maturity level.

In contrast to the findings of this research Dass (1980) found that maladjustment was greatest amongst the first born. The later born showed least maladjustment.

In context to the present study the hypothesis that there is no correlation between the ordinal position of the early adolescent girls and their emotional maturity is accepted.

Association between family size and emotional maturity of adolescent was worked out taking into consideration the emotional maturity scores of both the groups together. The appropriate two way data pooled over the group is presented in Table XIII.

Table XIII, Two way table of family size of the respondents and emotional maturity scores of adolescents (pooled over control Vs experimental)

Family size	Emotional maturity scores of respondent			
	Unstable	Extremely Unstable	Unstable	Extremely Stable
Less than 4	24	27	5	4
More than 4	12	16	7	5

$$\chi^2 = 3.39 \text{ (NS) , 3 df.}$$

As shown in the table the  $\chi^2$  value was found to be non-significant. This indicates that emotional maturity is not influenced by the size of the family. It depends upon the interaction level of the members with inter and intra family members. In both small and big families members can be developed into emotionally stable personalities by giving mutual emotional support.

Hurtap (1983) found that peer experience in childhood and adolescent are significantly related to later

socio-emotional adjustment, indicating that single children may have disadvantage in this regards.

The hypothesis that there is no association between the size of the family and emotional maturity of early adolescent girls is accepted.

Association between father's education and emotional maturity level of adolescents was worked out taking into consideration the emotional maturity scores of both the groups together. The appropriate two way data pooled over the groups is presented in Table XIV.

Table XIV. Two way table of education level of father and emotional maturity scores of adolescents (pooled over control and experimental)

Education level of father	Emotional maturity scores of respondent			
	Unstable	Extremely unstable	Stable	Extremely stable
S.S.L.C. * School	18	15	5	1
Intermediate	7	10	2	1
Graduate	7	15	2	1
Post-Graduate	2	4	3	7

$\chi^2 = 30.15$  \*\* 9 df.

The results of  $\chi^2$  test carried out to find out the relationship of father's education and emotional maturity of the adolescents are given in the above table. The results show that there is a highly significant (at 1 per cent level) relationship between the education level of the fathers and emotional maturity level of adolescents. This indicates that the more educated fathers were able to bring about higher level of emotional stability in adolescents compared to the less educated fathers. Perhaps the more educated father's conduct their emotion in a better way and they may be having a mature way of handling their children which leads to emotional maturity in their adolescent off springs.

The association between father's education and emotional maturity of adolescents is given in figure - 2.

Thus the hypothesis that there is no association between emotional maturity of early adolescent girls and education level of their father's is rejected.

Association between types of family and emotional maturity of adolescents was worked out taking into consideration the emotional maturity scores of both the groups together. The appropriate two way data pooled over the groups is presented in Table XV.

Fig. 2 Association between Father's Education and  
EMOTIONAL Maturity level of Adolescents

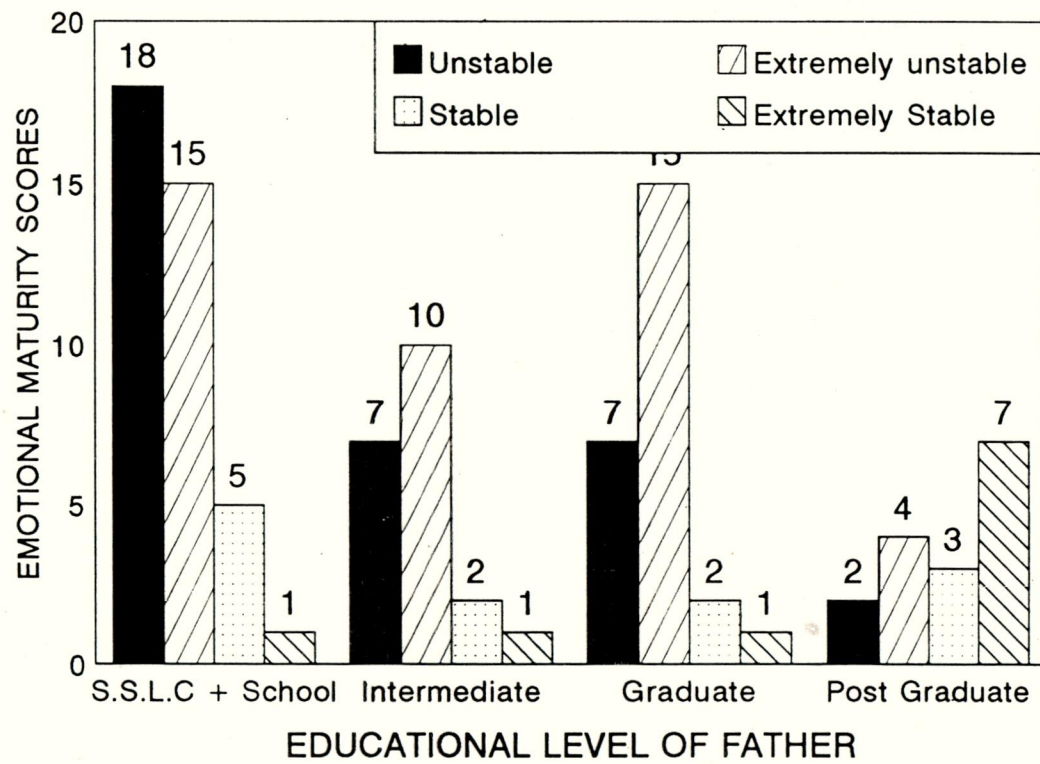


Table XV, Two way Table of Family Type and Emotional Maturity Scores of Adolescents (pooled over control Vs experimental)

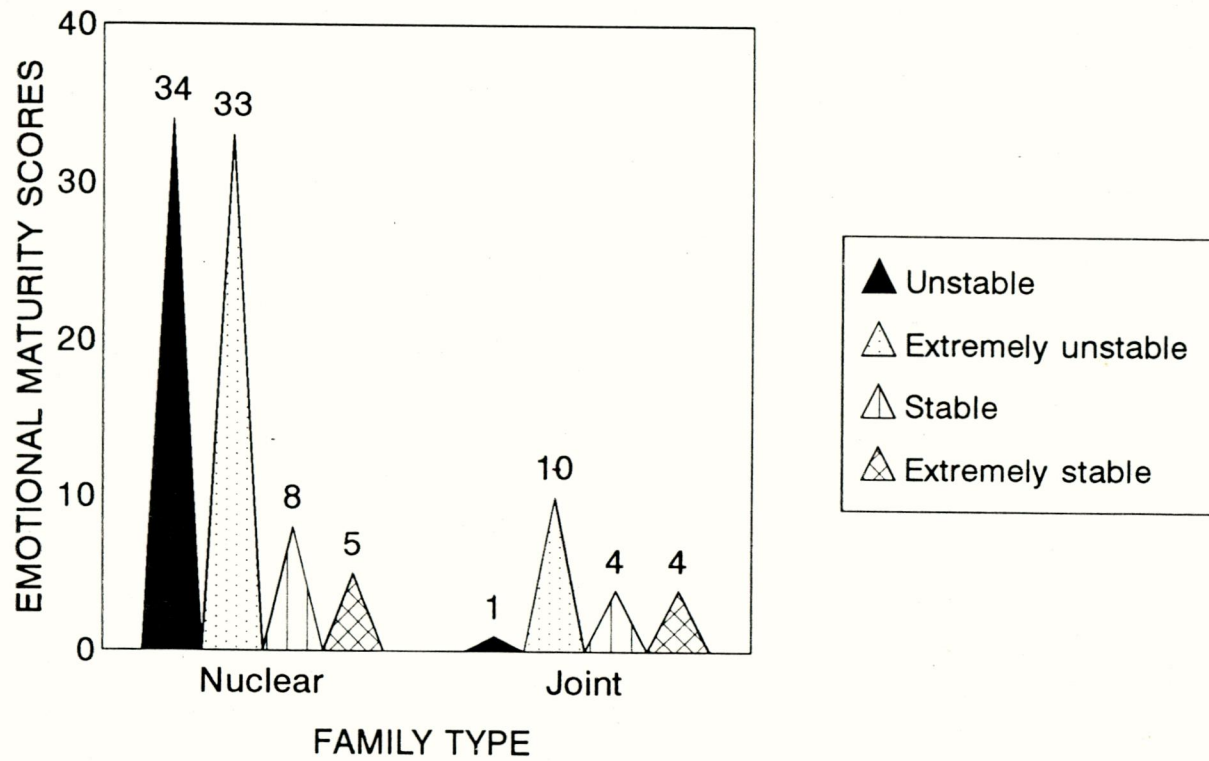
Types of family	Emotional maturity scores of respondent			
	Unstable	Extremely unstable	Stable	Extremely stable
Nuclear	34	33	8	5
Joint	1	10	4	4

$\chi^2$  value = 9.67, \* 3 df.

On carrying out  $\chi^2$  test it was found that the types of family had influence on emotional maturity of the selected adolescents of 5 per cent level. More number of respondent from the joint families fell under the stable and extremely stable categories proportionately as compared to those who belonged to nuclear set up.

Figure 3 shows the association between types of family and emotional maturity of adolescents.

Fig.3 Association between types of Family and  
EMOTIONAL Maturity of Adolescents



Therefore, it can be concluded that joint family set up has positive effect on the emotional stability of adolescents with regards to the present study the hypothesis that there is no association between the emotional maturity level of early adolescent girls and the family type is rejected.

Association between father's income and social maturity of adolescents was worked out taking into consideration the social maturity scores of both the groups together. The appropriate two way data pooled over the groups is presented in Table XVI.

Table XVI, Two Way Table of Income of Father and Social Maturity Scores of Adolescents (Pooled over control Vs experimental)

Parents Income	Social Maturity		
	Very Mature	Moderate Mature	Immature
Below 2000 (Low Income)	4	14	2
2001 to 3000 (Middle low Income)	5	26	1
3001 to 5000 (Middle	3	32	2
5001 to 10,000 (High Income)	1	8	2

Statistical analysis reveal that social maturity of adolescent is independent of father's income. It is seen from the above table that the  $\chi^2 = (5.3)$  at 6 dft is not significant. Thus it can be concluded that father's income does not influence the social maturity of adolescent. Therefore, the null hypothesis that there is no association between fathers income and social maturity of early adolescents girls is accepted.

Association between ordinal position of respondents and social maturity was worked out taking into consideration the social maturity scores of both the groups together. The appropriate two way data pooled over the groups is presented in Table XVII.

Table XVII, Two way Table of Ordinal Position of Respondents and Social Maturity Scores of Adolescents (Pooled control over Vs experimental group)

Ordinal position of respondent	Social Maturity Score of Respondent		
	Very Mature	Moderate Mature	Immature
First born	4	33	2
Second born	7	40	3
Third born	2	7	2

$\chi^2 = 3.19$  (NS), 4 df..

When the data was analysed for  $\chi^2$  test, statistically there was no significance. Therefore, it indicates that ordinal position has no influence on the social maturity of respondents.

Therefore, the hypothesis that there is no association between the ordinal position of the early adolescent girls and their social maturity is accepted.

Association between father's education and social maturity level of adolescent was worked out taking into consideration the social maturity scores of both the groups together. The appropriate two way data pooled over the groups is presented in Table XVIII.

Table XVIII, Two way Table of Educational Level of Father and Social Maturity Scores of Adolescents (Pooled over control and experimental)

Education Level of father	Social Maturity Score of Respondent		
	Very mature	Moderate Mature	Less Mature
School + S.S.L.C	4	21	2
Intermediate	3	20	1
Graduate	3	32	2
Post-Graduate	2	8	2

$\chi^2 = 3.38$  (NS), 6 df.

Although no significant association was found between the father's education level and social maturity scores of the selected sample in the  $\chi^2$  analysis, yet it can be observed from the above table that in case of graduate parents 32 per cent of the adolescents were moderate mature as compared to intermediate and S.S.L.C. passed parents. Perhaps a large number of sample would clearly establish this factor.

Association between family size and social maturity of adolescents was worked out taking into consideration the social maturity scores of both the groups together. The appropriate two way data pooled over the groups is presented in Table XIX.

Table XIX, Two way Table of Family Size of the Respondents and Social Maturity Score, of Adolescents (Pooled over control Vs experimental)

Size of family	Social Maturity		
	Very Mature	Moderate Mature	Less Mature
Less than 4	6	39	5
More than 4	7	41	2

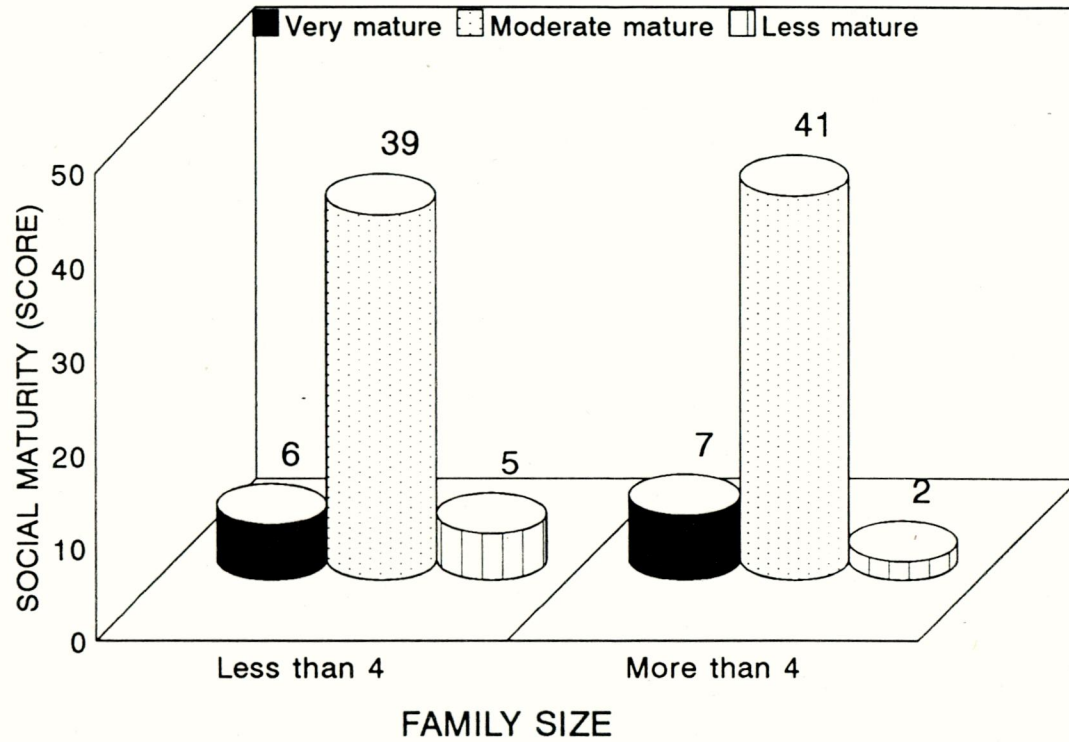
$$\chi^2 = 1.41 \text{ (NS) , 2 df.}$$

As per the above table the  $\chi^2$  value was 1.41 at 2 df which is not significant statistically. This indicates that family size has no influence on social maturity of respondents. But our observation of the above table shows that with respect to the families where the members are more than four, the number of adolescents falling under very mature and moderate mature category is higher.

Therefore, unless the number of the respondents is higher the acceptance or rejection of the null hypothesis cannot be decided for this background factor.

Figure 4 shows association between family size and social maturity of adolescents.

Fig. 4 Association between Family Size and Social Maturity of Adolescents



Association between types of family and social maturity of adolescents was worked out taking into consideration the social maturity score of both the groups together. The appropriate two way data pooled over the groups is presented in Table XX.

Table XX, Two way table of Family Type and Social Maturity Scores of Adolescents (Pooled over control Vs experimental)

Types of family	Social Maturity		
	Very mature	Moderate mature	Less mature
Nuclear family	9	63	5
Joint family	17	17	2

$$\chi^2 = .7 \text{ (NS)}, 2 \text{ df.}$$

When the data was considered for  $\chi^2$  test statistically there was no significance. Therefore, it indicated that types of family has no influence on social maturity of adolescents.

Thus the hypothesis shows that there is no association between social maturity of early adolescent girls and family type is accepted.

Association between father's income and academic achievement of adolescents was worked out taking into consideration the academic scores of both the groups together. The appropriate two way data pooled over the groups is presented in table XXI.

Table XXI, Two way of Income of Father and Academic Achievement Level of Adolescents (Pooled over control Vs experimental)

Income of parent	Academic achievement of respondents		
	High achiever	Middle achiever	Low achiever
Below 2,000/- (Low Income)	2	15	6
2,001 to 3,000 (Middle Income)	3	14	8
3,001 to 5,000 (Middle middle Income)	7	19	10
5,001 to 10,000 (High middle Income)	1	13	2

(NS)  
 $\chi^2 = 5.21$  , 6 df.

$\chi^2$  test revealed that the association between father's income and academic achievement of adolescent was non-existent and the  $\chi^2$  test results proved to be non-significant.

Figure 5 shows the association between the father's income and academic achievement of adolescents.

Therefore, the null hypothesis that there is no association between the income of the father and academic achievement of early adolescent girls is accepted.

However, in contrast to the present findings Vijayalaxmi and Hemalatha (1992), Mohan and Gulati (1986), Austin (1964), Boncer (1967) found that socio-economic status of parents is positively related to academic achievement.

In line with the present research Kenneth (1967) and Jain (1965) also found that socio-economic status is not significant factor in determining academic achievement.

Association between ordinal position of adolescent and academic achievement was worked out taking into consideration the academic achievement score of both the groups together. The appropriate two way data pooled over the groups is presented in table XXII.

Fig. 5 Association between Father's Income and Academic achievement of Adolescents

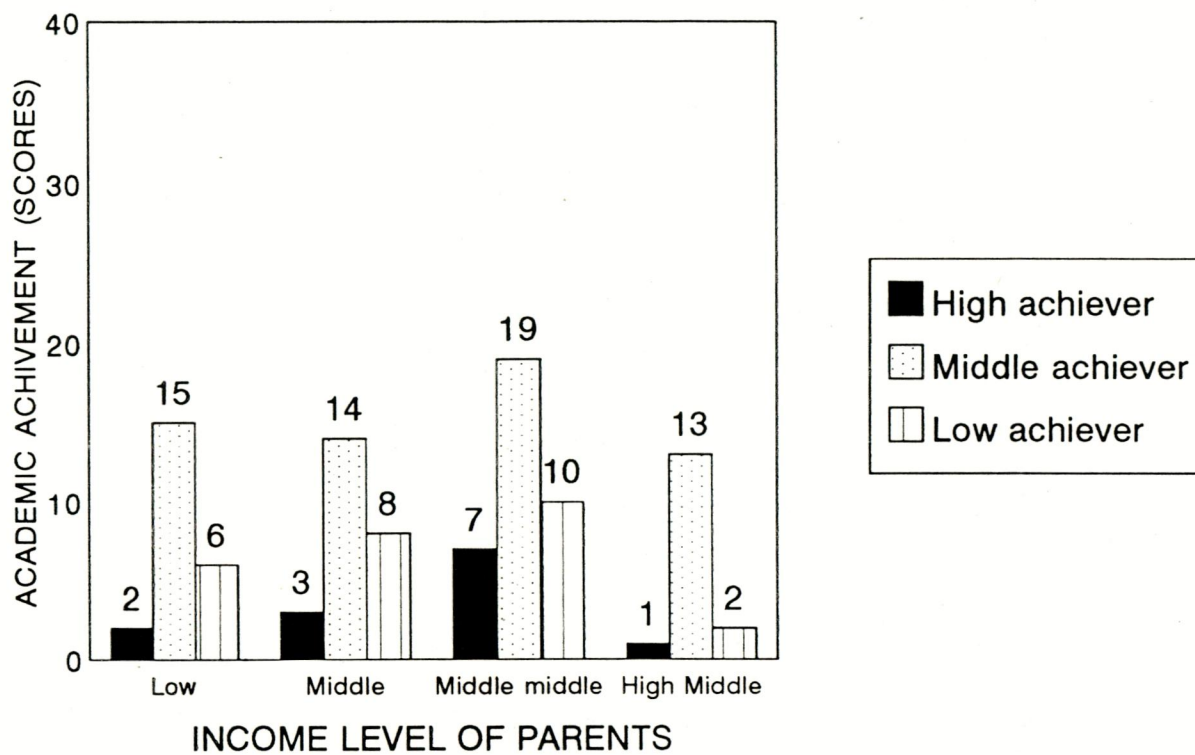


Table XXII, Two way Table of ordinal position of Respondents academic Achievement Level of Adolescents (Pooled over control Vs experimental)

Ordinal Position	Academic achievement of adolescent		
	High achiever	Middle achiever	Low achiever
First born	8	28	11
Second born	3	30	11
Third born	2	3	4

-----  
 $\chi^2 = 5.3$  (NS) 4 df.

When the data were analysed for  $\chi^2$  test statistically the association was not significant. Therefore, it indicates the ordinal position of adolescent does not affect their academic achievement.

In contrast to the present study John et al., (1978) found that middle children score lower than the others and older and younger children and **singleton** score about the same.

Perhaps the small sample size of the per cent study is responsible for the non significant association between the ordinal position and academic achievement. However, the

hypothesis that there is no association between the ordinal position and achievement level of the early adolescent girls is accepted in context of the present study.

Association between father's education and academic achievement level of adolescents was worked out taking into consideration. The academic achievement scores of both the groups together. The appropriate two way data pooled over the groups is presented in table XXIII.

Table XXIII, Two way Table of Education of Father and Academic Achievement Scores of Adolescents (Pooled over control Vs experimental)

Father's education level	Academic achievement score of adolescent		
	High achiever	Middle achiever	Low achiever
S.S.L.C. +			
School	1	21	6
Intermediate	4	13	6
Graduate	4	18	8
Post-Graduate	4	9	6

$$\chi^2 = 5.22 \quad (\text{NS}), \quad \text{df} = 6.$$

It is seen that the  $\chi^2$  (5.22) at 6 df is not significant. This indicates that academic achievement of the adolescent is independent of father's education.

In contrast to the present study Watson and Roberts (1962) found that the parents of high achievers had higher formal education.

Mohana (1989) putforth that an adolescent who lags behind in his school studies is often one whose parents are illiterate or less educated.

For the present study the hypothesis that there is no association between father's education and academic achievement is accepted.

Association between family size and academic achievement of adolescent was worked out taking into consideration the emotional maturity score of both the groups together. The appropriate two way data pooled over the groups is presented in table XXIV.

Table XXIV, Two way Table of Family Size of the Respondents and Academic Achievement Scores of Adolescents (Pooled over control Vs experimental)

Family size respondent	Academic achievement of respondent		
	High achiever	Moderate achiever	Low achiever
Less than 4	9	37	11
More than 4	4	24	15

$$\chi^2 = 3.42 \text{ (NS)}, 2 \text{ df.}$$

When the data were analysed  $\chi^2$  test statistically no significance was found therefore, it indicates that size of family did not influence the academic achievement of adolescent in the case of present sample and the hypothesis is accepted.

However, John et al., (1978) found that considering the number of children in the family students from smaller families had higher academic scores than students from larger families.

Association between types of family and academic achievement level of adolescents was worked out taking into consideration the academic achievement scores of both groups together. The appropriate two way data pooled over the groups is presented in table XXV.

Table XXV, Two way Table of Family Type and Academic Achievement Scores of Adolescents (Pooled over control Vs experiments)

Types of family	Academic achievement of respondents		
	High achiever	Middle achiever	Low achiever
Nuclear	8	45	21
Joint	5	16	5

$$\chi^2 = 1.67 \quad (NS) \quad 2 \text{ df}$$

As per table XXV,  $\chi^2$  value is 1.67 and degree of freedom is 2 which is not significant. This clearly indicates that academic achievement is not influenced by type of family, withh regards to the present study.

The hypothesis that there is no association between family type and academic achievement of the early adolescent girls is accepted.

#### D. Differences in Emotional Maturity Level :

Table XXVI presents the emotional stability / maturity level of the selected control and experimental group of respondents.

Table XXVI, Percentage Distribution of the Emotional Stability in Control and Experimental Group of Respondents

Emotional stability Level	Respondents belonging to	
	Control group	Experimental group
Extremely stable Scores (50 - 80)	6	12
Moderate stable Scores (81 - 88)	22	2
Unstable scores (89 - 106)	24	48
Extremely unstable scores (107 - 240)	48	38

Results of this study indicate that 12 per cent of the boarders fell under extremely stable category as against 6 per cent of the day scholars.

Similarly 48 per cent of the day scholars were extremely unstable as compared to only 38 per cent of the boarders.

Emotional stability in control and experimental group of respondents is shown in Figure 6.

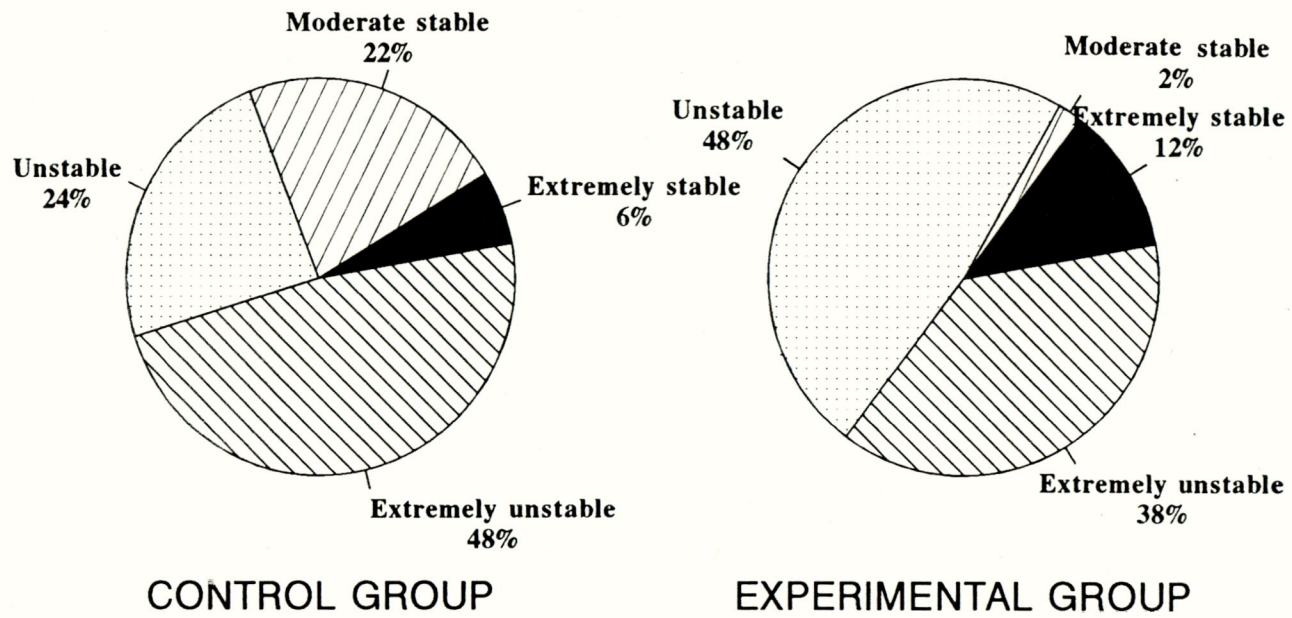
The above table indicates that majority of the adolescents in each group fell in the categories of unstable and extremely unstable. This trend may be because the early adolescents girls are in the process of coping with their physical changes. The hormonal imbalance during this period may be interfering with their emotional behaviour.

In line with the present study Hall (1980) also found that the teens are emotionally unstable and pathetic.

It was also found that more number of girls in the experimental group were extremely stable. This also the percentage of extremely unstable was lesser by 10 per cent in the experimental group: may be because having to fend for themselves at an early age they may have devised ways of coping with emotional problems, Some girls are able to find emotional balance score and easily than the

# Emotional Stability in Control and Experimental Group

Fig - 6



others. This may be an indicator of the positive affect of being in the boarding from an early age. Shanmugam (1975) stated that emotional stability in an adolescent results out of the interaction among the needs arising from within the individual, force from the environment and the pre-disposition of the individual.

These seems to be existing somewhat positive correlation with staying in the boarding and emotional maturity.

#### E. Difference in Social Maturity Level ;

Table XXVII displays the social maturity level in the control and experimental group of respondents.

Table XXVII, Percentage Distribution of Social Maturity Level of Control Vs Experimental Group

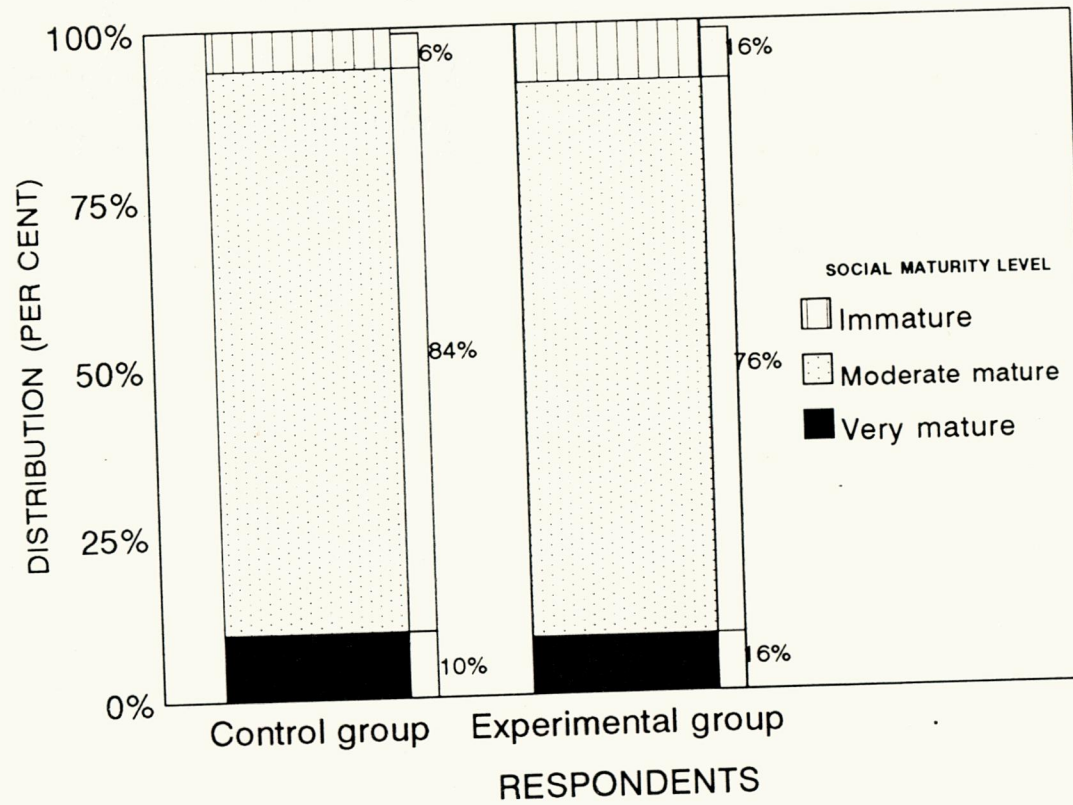
Social maturity Levels	Respondents belonging to	
	Control group	Experimental group
<b>Very mature :</b>		
Above 247 scores	10	16
<b>Moderate mature:</b>		
209 - 247 scores	84	76
<b>Immature:</b>		
Below 208 scores	6	8

Above table shows that the social maturity scores of respondents in both the control (84 per cent and experimental 76 per cent) fell under the moderately mature category.

In the experimental group 16 per cent respondents were found to be very mature against 10 per cent in the control group. Social maturity level of adolescents is presented in Figure 7.

Above data shows that the difference between the social maturity level of the control and experimental group is not much and significant. Therefore it can be concluded that boarding school does not have any impact on the social maturity of the respondent. Hence the hypothesis that there is no correlation between staying in the boarding and social maturity of the early adolescent girls is accepted.

Fig. 7 Social Maturity of Adolescents



**F. Difference in Academic Maturity Level :**

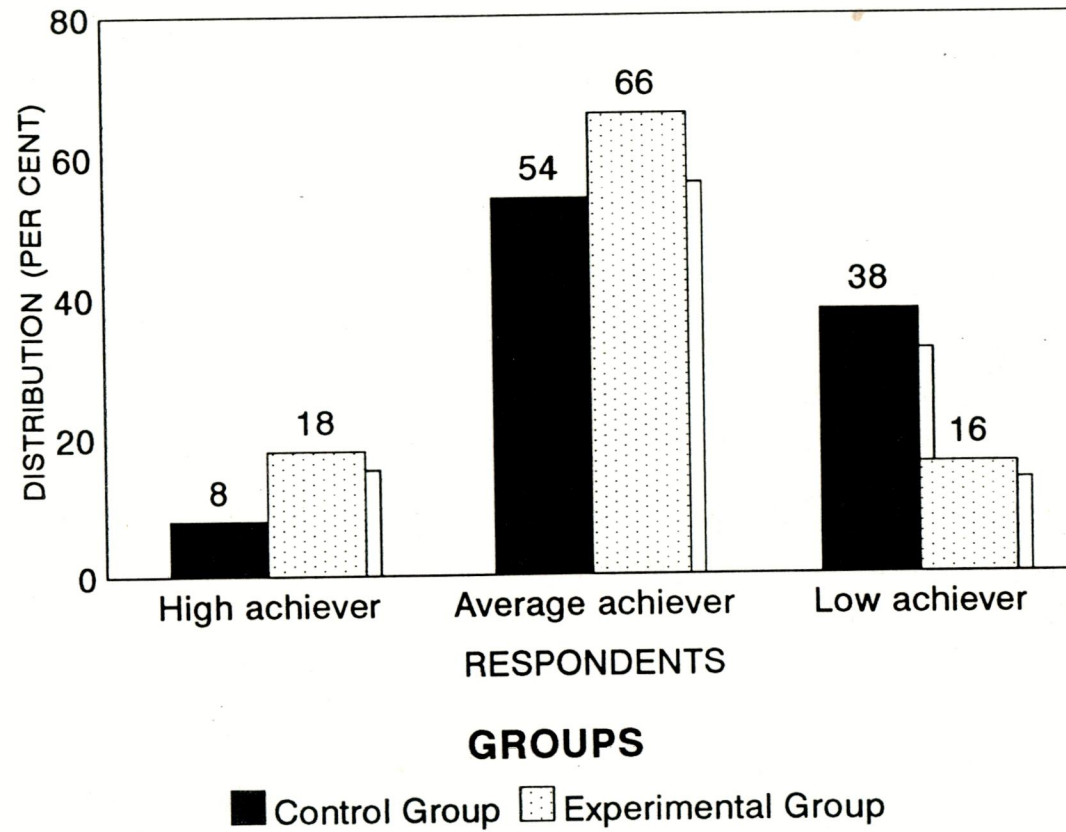
Table XXVIII shows the marks obtained by the control and experimental groups of respondents during the previous year's examination.

Table XXVIII, Percentage Distribution of Marks Obtained by the Control and Experimental Group of Adolescents during the Previous Year's Examination

Level of academic achievements	Respondents belonging to	
	Control group	Experimental group
80 - 100 (High achievers)	8	18
60 - 79 (Average achievers)	54	66
Below 60 (Low achievers)	38	16

Above table highlights that sixtysix per cent of the respondents in the experimental and 54 per cent in the control group were average achievers. Eighteen per cent of the experimental group and only 8 per cent of the control group respondents fell under the category of high achiever. Figure 8 shows the marks obtained by the respondent during the previous year examination.

Fig. 8 Marks obtained by Adolescents



From table XXVIII it can be concluded that there is a positive relationship between staying in boarding and academic achievement. It is seen that as compared to their control counterparts more numbers of experimental group girls fell under high and average achiever range and very few in the low achievers range.

This perhaps is the result of good study environment in the boarding. In the boarding seeing their other classmate studying adolescents may be getting motivated to study and work had.

Hence the hypothesis that there is no correlation between studying in the boarding and academic achievement of the early adolescent is rejected.

The analysis of variance was carried out in order to find out the influence of boarding on the academic achievement of the adolescent girls. The results are presented in table XIX. The mean scores obtained by experimental and control group ignoring the age classes was taken into account.

Table XXIX, Correlation of Academic Achievement Score of Control Vs Experimental Group (Pooled over age classes)

Character with which the academic score is correlated	No.	Means marks obtained	F'Value	Significance	df
Boarders	50	62.6869	1.12	Not significant	1.98
Non-boarders	50	64.984			

Although the foregoing table No. XXIX showed positive effect of boarding yet it can be seen that the difference between the means marked obtained by boarder (62.686) and the marks obtained by the non-boarders (64.984) was not statistically significant. Indicating that boarding school does not have any significance on the academic achievement of adolescents. The other factors such as motivation to study and intelligence are known to have tremendous influence of the academic achievement.

Therefore, with respect to the present the hypothesis that there is no correlation between studying in the boarding and academic achievement of early adolescent is accepted.

The analysis of variance was carried out to find out the difference between the control and the experimental groups scores on social maturity. The mean scores obtained by the control and experimental groups ignoring the age classes was taken into account.

Table XXX, Correlation of Social Maturity Scores of Control and Experimental Group (Pooled over age classes)

Group	No.	Mean score	'F' Value	Significance	df
Boarders	50	225.88	1.21		
				Not significant	1.58
Non-boarders	50	230.1			

The difference between the scores of both the groups with respect to social maturity is not significant statistically. Thereby indicating that social maturity is not influenced by being in the boarding.

Thus for the present study the hypothesis that there is no correlation between staying in the boarding and social maturity of early adolescent is accepted.

The analysis of variance was conducted to find out the difference between the control and experimental group scores with regards to the emotional maturity. The mean scores obtained by the control and experimental groups ignoring the age classes was taken into account. The result is presented in table XXXI.

Table XXXI, Correlation of Emotional Maturity Scores of Control and Experimental Group (Pooled over age classes)

Group	No	Mean score obtained	'F' value	Significant	Degree of freedom
Non-boarders	50	104.9	.13	Not significant	1.984
Boarders	50	106.38			

It can be observed that the difference between the mean scores obtained by control (104.9) and experimental (106.38) was not statistically significant. Therefore, it can be concluded that the emotional maturity is not influenced by the adolescents place of residence i.e. being at home or in the boarding.

A large sample may be correct indicator of the true correlation of living in boarding and emotional maturity early adolescent girls. However, in the present context the hypothesis that there is no correlation between staying in the boarding and emotional maturity of early adolescent girls is accepted.

## **Summary and Conclusion**

## V. SUMMARY AND CONCLUSION

Adolescence is a period of transition when an individual changes physically and psychologically from a child to an adult (Hurlock, 1988). It is a stage when the individual prepared himself for the future life.

If an adolescent has had a happy childhood, supportive family and harmonious adolescent period chances of his developing into a well balanced personality are greater.

Social changes are too rapid in the present day, the increasing complexities of our culture and social structure in which we live today tend to weaken and even destroy the social structure of the family which is supposed to meet the emotional needs of the children by warmth and care (Nakhood, 1973).

Whatever may be the reason today more number of children are entering the boarding schools at an early age. This trend makes it necessary that some sort of studies are conducted to assess the impact of residential schools on children who are in their early adolescent years. It is desirable to know the repercussion of being in the residential school on the child's academic achievement, social behaviour/maturity and emotional being.

Review of the relevant literature revealed that impact of boarding on emotional social maturity and academic achievement was rather an unexplored area. Therefore, this research study "Academic Achievement, Emotional and Social Maturity of early adolescent boarder and non boarder girls was undertaken.

**Objectives of the study :**

The study broadly attempted to assess the impact of the boarding on the academic achievement, social and emotional maturity of early adolescent boarder and non boarder girls.

The objectives of this study were to :

- A. Study the differences in academic achievement level of the adolescent boarder girls and their non boarder counterparts;
- B. Study the differences in the social maturity amongst the boarder and non boarder adolescent girls;
- C. Study the differences in emotional maturity level amongst the boarder and non boarder adolescent girls and
- D. Study the association between academic achievement scores, social maturity level, emotional maturity level of early adolescent girls and their family back ground factors such as fathers' income, ordinal position, family size, father's education level and family type.

**Design & Methodology :**

The study was conducted in Coimbatore City of Tamil Nadu. Sri Avinashilingam Higher Secondary School for girls was selected purposively for collecting the data. Owing to the availability of required sample and the cooperation evinced by the students. The investigator obtained the necessary permission from the Headmistress of the Avinashilingam School before data collection.

Purposive sampling technique was adopted for selecting the samples. The samples were identified for both the Experimental (boarders) and Control (non-boarders) group of adolescent girls from IX, X and XI, XII standards. A total sample of 100 girls in the age group of 14-16 years (early adolescents) was selected. Out of which 50 girls were in experimental and 50 in the control group. Hurlock (1985) stated that children in the age group of 13-16 years are in the early adolescent period.

The interview method using a schedule was considered most appropriate for collecting the background information of the respondents.

The standardized tests used for data collection were as follows:

1. Background Information Schedule

2. Emotional Maturity Scale (EMS)
3. Social Maturity Scale (SMS)
4. Data on Academic Achievement

#### **Analysis of Data :**

For analysis of data, the statistical techniques used were:

- a) Descriptive analysis;
- b) Chi-square test of independence ; and
- c) "F" test of significance

The analysis of the study included the following aspects:

- A Information on the family Background of the selected Children ;
- B. Information on Reasons for Living in Boarding ;
- C. Association between the Academic Achievement, Emotional Social Maturity ;
- D Difference in Emotional Maturity level of early adolescent girls in experimental versus control group ;
- E. Difference in Social Maturity level of early Adolescent girls in Experimental versus Control group; and
- F. Difference in Academic Achievement level of early Adolescent girls in Experimental and Control group.

**Major Findings :**

- A. Information on Family Background of children.
- a) Bulk of the households of adolescents of either group were of nuclear type with family size ranging from 3 to 6 and belonged to the income level between 2000 to 3000 per month.
  - b) Majority of fathers of children in either group were in the age group of 38-43 years, majority of mothers of children in either group were aged between 32-43 years and unemployed.
  - c) Bulk of the fathers of control group children were in tertiary sector employment, while majority of the fathers' of experimental group children were in the primary sector.
- B. Reasons for living in Boarding
- a) Majority of girls stayed in the hostel because of large family gatherings taking place at home at frequent intervals, and distance of the school being too much.
- C) Association between the Academic Achievement, Emotional, social maturity and Family Background
- a) Fathers' income, ordinal position, family size did not influence the emotional maturity.
  - b) There was a significant and positive relation between education level of fathers, family type and emotional maturity level of daughters. The respondents belonging to joint families were either stable or extremely stable.

- c) Fathers' income, ordinal position of the adolescent, education level of father, family size, family type did not influence the social maturity level of adolescents.
  - d) The association between fathers' income, ordinal position of adolescent, education level of father, family size, family type and academic achievement scores of the adolescents was non-existent,
- D. Difference in Emotional Maturity level of Early Adolescent girls in Experimental versus control group.
- a) There seemed to be existing positive correlation with staying in the boarding and emotional maturity level. However, the difference between the mean emotional maturity scores of control (104.9) and experimental group (106.38) adolescent was not statistically significant.
- E. Difference in social maturity level of early adolescent girls in experimental versus control group.
- a) Generally boarding school did not influence the social maturity of adolescent girls. The difference between the scores of both the groups with respect to social maturity was not significant statistically.
- F. Difference in Academic Achievement level of Early adolescent girls in Experimental versus control group.
- a) A positive relationship was found between staying in the boarding and academic achievement. As compared to the control group more than double number of adolescents belonging to the experimental group fell into high achiever level. But the difference between the mean marks

obtained by the Boarders (62.647) and the non-boarders (64.984) was not statistically significant.

#### RECOMMENDATION :

- 1) Married couples should be advised to continue living with in the joint families as grand parents help in emotional, social and intellectual growth of children.
- 2) Individuals must be encouraged to reach the highest possible level of education as parental education level influences the emotional maturity and intellectual performance of the off springs.
- 3) Wherever there is lack of opportunity of studying in the nature areas or if due to any other reason children are unable to pursue studies while living with their parents, they should be encouraged to persue education in the boarding schools.

#### SUGGESTIONS FOR FUTURE RESEARCH :

1. Similar studies may be conducted at national level as a larger data would definitely bring out more insights on impact of residential schools on psycho-social development of children.
2. Follow up studies on family adjustment of the individuals who have lived in the boardings may be undertaken.

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## Appendices

APPENDIX - I

AVINASHILINGAM INSTITUTE FOR HOME SCIENCE AND HIGHER EDUCATION  
FOR WOMEN (DEEMED UNIVERSITY)

SCHEDULE TO ELICIT THE FAMILY BACKGROUND OF ADOLESCENT

Background Information :

1. Name of respondent :
2. Class :
3. Age :
4. Sex :
5. Boarder/Non-Boarder :
6. Types of family : Joint Nuclear
7. Size of the family
  - A. No.of children :
  - B. No.of Adult :
8. Ordinal Position :
9. Area of residence : Rural Urban
10. Details regarding the family

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S.No	RELATIONSHIP WITH THE SUBJECT	AGE IN YEARS	EDUCATION	OCCUPATION	MONTHLY INCOME IN Rs.
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11. Reason for living in the Boarding



EMS

Dr. YASHVIR SINGH  
And  
Dr. MAHESH BHARGAVA

T. M. No.  
458715

Please fill in the following informations :-

Name.....

Age.....Sex.....Education.....

Occupation.....Income (per month).....

Marital Status (Married/Unmarried).....

Community (Village/Town/City).....

Number of children.....

**INSTRUCTIONS :**

In the following pages are given forty eight questions about yourself. Five possible modes of responses are provided, such as VM : Very much; M : Much; UD : Undecided; P : Probably and N : Never. Read each question carefully and mark tick (✓) in ANY ONE of the five alternative response modes to indicate your level of agreement with the particular content of the question. Do not think too much while answering, whatever you feel may indicate.

**YOUR RESPONSES WOULD BE KEPT CONFIDENTIAL.**

*Please turn over the page and start.*

AREA	A	B	C	D	E	TOTAL
SCORE						

Estd. : 1971

Phone ; 63551

**National**  
**PSYCHOLOGICAL CORPORATION**  
 4/230 KACHERI GHAT, AGRA - 282 004 (INDIA)

	Very much (VM)	Much (M)	Un- decided (UD)	Probab- ly (P)	Never (N)
(A) 1. Are you involved in mental bederations ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Do you get frightened about the coming situa- tions ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Do you stop in the middle of any work before reaching the goal ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Do you take the help of other person/s to complete your personal work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Is there any difference between your desires and objectives ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Do you feel within yourself that you are short- tempered ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Do you feel that you are very stubborn ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Do you feel jealous of other people ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Do you get wild due to anger ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Do you get lost in imagination and day-dream ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(B) 11. If you fail to achieve your goal, do you feel inferior ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Do you experience a sense of discomfort and lack of peace of mind ?	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Do you teasing against the others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Do you try to put the blame on others for your lapses ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. When you do not agree with others, do you start quarrelling with them ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. Do you feel yourself as exhausted ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very much (VM)	Much (M)	Un- decided (UD)	Probab- ly (P)	Never (N)
17. Is your behaviour more aggressive than your friends and others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. Do you get lost in wool gathering (in the world of imagination) ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. Do you feel that you are self-centred ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. Do you feel that you are dissatisfied with yourself ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(C) 21. Do you have a strained companionship with your friends colleagues ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. Do you hate others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. Do you praise yourself ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. Do you avoid joining in social gatherings ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
25. Do you spent much of your time for your own sake ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
26. Do you lie ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
27. Do you bluff ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
28. Do you like very much to alone ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
29. Are you proud by nature ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
30. Do you shirk from work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(D) 31. Even though you know some work, do you pretend as if you do not know it ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. Even if you do not know about some work, do you pose as if you know it ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. Having known that you are at fault, instead of accepting it. do you try to establish that you are right ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. Do you suffer from any kind of fear ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Very much (VM)	Much (M)	Un- decided (UD)	Probab- ly (P)	Never (N)
35. Do you lose your mental balance (poise) ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. Are you in the habit of stealing of any kind ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. Do you indulge freely without bothering about moral codes of conduct ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. Are you pessimistic towards life ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. Do you have a weak will ? (self-will or determination)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. Are you intolerant about the views of others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
(E) 41. Do people consider you as undependable ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. Do people disagree with your views ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. Would you like to be a follower ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. Do you disagree with the opinions of your group ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. Do people think of you as an irresponsible person ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
46. Don't you evince interest in other's work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. Do people hesitate to take your help in any work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
48. Do you give more importance to your work than other's work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Confidential



**R S M S**

[ ENGLISH ]

Dr. Nalini Rao

(Bangalore)

Please fill up the followings :-

Name.....  
 Age.....Sex.....  
 Education.....Rural/Urban.....  
 Caste.....Religion.....  
 Parent's income.....Occupation.....  
 Date .....

**INSTRUCTIONS**

We face and experience several situations in our daily life and in every one of these situations, we have a view of our own. Some such situations where each one may have a opinion, are given below in the form of statements. Read them carefully. Each statement has a range of four responses. They are: Strongly Agree (SA), Agree (A), Disagree (D), Strongly Disagree (SD). Each response denotes a different position. Out of which, you should choose *any one* which suggests your stand in respect of the statement. Accordingly, encircle the columns given on the right hand side. Study the examples given below :-

STATEMENTS	Strongly	Agree (A)	Disagree (D)	Strongly
	Agree (SA)			Disagree (SD)
1. A student should not spend too much time in dressing and grooming.	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. One should help one's friends with their home work.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Good books and instruments borrowed by class-mates are rarely returned.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

There are no right or wrong answer. Please respond in way you believe.

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STATEMENTS	Strongly		Disagree (D)	Strongly	
	Agree (SA)	Agree (A)		Disagree (SD)	
1. It is hard to stick to anything that takes a long time to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
2. I often forget to listen to what others are saying.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
3. I would never go out of my way to help another person if it means giving up some personal pleasure.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
4. The future is so uncertain, one cannot really make any plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
5. There is no way to tell whom you can trust.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
6. I cannot be friendly with people who do things which I consider wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
7. I get extremely hurt when people criticize me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
8. I fight to the last with my group if they do not carry out what I tell them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
9. Women should not be elected to top Government positions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
10. I often forget work I am supposed to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
11. I find it hard to speak my thoughts clearly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
12. I am willing to give a lot of money to medical research on cancer or such deadly disease only if I know they would find a cure in my life time.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
13. I feel very uncomfortable if I disagree with what my friends think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
14. Most people, I feel, would rather lie than tell the truth if they could get away with it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
15. I do not make close friends with crippled/handicapped persons though I do not like to admit this.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

STATEMENTS	Strongly Agree (SA)	Agree (A)	Disagree (D)	Strongly Disagree (SD)
6. It is natural for anybody to feel extremely uneasy to speak to people whom he / she does not know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. I settle fights and differences among my friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. A man should not cook dinner for his wife and children unless the wife is sick.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. I often get behind in my work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
0. In a discussion, it is hard to understand what people are trying to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. I often think about doing things so that people in the future can have things better.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Someone often has to tell me what to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. There are more bad people than good people in this world.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. There are a lot of useful things for the rest of us to learn from having a group of people of other communities living in our neighbourhood.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. One feels miserable when one has to disagree with his friends.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. I get along well with teachers and classmates in our school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Many more women should be trained for jobs usually held by men.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. I often don't finish the work I start.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Even if I know how to do something, I find it hard to teach someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1. Members of one religion should never ask money for some religious cause from people who are not of the same religion.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATEMENTS	Strongly			Strongly
	Agree (SA)	Agree (A)	Disagree (D)	Disagree (SD)
31. Others seem more in control of their lives than I do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
32. It is hard to ask even the best friend for help.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
33. One should not offer food to people who belong to other caste as it is embarrassing to refuse food offered.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
34. I am comfortable only with people of my own sex.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
35. It is obvious that one gets upset when one has to change all his/her plans to adjust to someone else.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
36. If we do not encourage women to work, we are seriously reducing what the country could accomplish.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
37. I tend to go from one thing to another before finishing the earlier.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
38. It is hard for me to find anything to talk about when I meet a new person.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
39. I want to spend more time in work to help the society I live in.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
40. I keep my ideas to myself in class unless I am sure I am right.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
41. You can be sure people will be honest with you if you are honest with them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
42. I would not mind living next door to a family that is much poorer than mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. It is a source of great disappointment to me when the opinion of others differ from mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
44. There is no point helping, others inconveniencing oneself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
45. I really worry the way many girls become doctors, engineers and lawyers these days.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATEMENTS	Strongly			Strongly
	Agree (SA)	Agree (A)	Disagree (D)	Disagree (SD)
46. I get upset if I am not immediately successful in learning something new.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
47. My friends find it hard to figure out from what I say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
43. What work for something that others will enjoy when you won't be able to enjoy yourself.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
49. In a group I prefer to let other people make the decision.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
50. Even though it is hard to believe, the radio and news-papers give us true facts about important events.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
51. I do not mind playing with people who speak a language differ from mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
52. One should be able to laugh at oneself and take jokes easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
53. If you haven't been chosen as the leader, you should not suggest how things should be done.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
54. More men should train themselves for jobs like nursery school teachers and telephone operators which are usually held by women.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
55. I often don't get my most important work done because I have spent too much time on other work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
56. In a discussion, people find it easy to understand what I am trying to say.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
57. I would be willing to work for a good plan to make a better life for the poor, even if it cost me money.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
58. I usually let others take the lead.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
59. If you can trust a person in one way, you know you can trust him in all ways.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
60. I find more interest to work for friends whose caste is the same as mine.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATEMENTS	Strongly			Strongly
	Agree (SA)	Agree (A)	Disagree (D)	Disagree (SD)
61. It is obvious that one gets angry when one loses an argument.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
62. In my class, I need not accept any responsibility in which I am not interested.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
63. If everyone is to be really equal, some people will have fewer advantages than they have now.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
64. I give up the work I am doing, when things go wrong.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
65. I am not good at describing things in writing.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
66. It is possible to rush to neighbours to help them in all their troubles and needs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
67. The outcome of my life is a matter of luck.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
68. A person is better off if he does not trust anybody.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
69. I do not care to tell my ideas about God, when I know others will disagree with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
70. I cannot keep cool when I get upset even though I am in a class-room or in a formal group.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
71. I prefer to work for my own self than for the group I belong to.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
72. Giving higher education to women is a national waste.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
73. Hard work is never fun.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
74. I have a talent for influencing people by just talking to them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
75. A person should not be expected to do anything for his community unless he is paid for it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

STATEMENTS	Strongly	Agree	Disagree	Strongly
	Agree (SA)	(A)	(D)	Disagree (SD)
76. When things have gone wrong for me, it is usually because of something I could not do anything about.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
77. A person who is completely trusting will have better experience in life than someone who is not.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
78. I prefer to break with a friend who disagrees with me often.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
79. I will not do the work I do not like though I am expected to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
80. I make my point clear when I argue.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
81. I do not care to cut the use of water and electricity with a view to help the Government when there are so many others who are wasting it.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
82. I do not know whether I like a new dress/ clothes / saree until I find out what my friends think.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
83. One can safely trust strangers as much as people they know.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
84. It is very difficult for me to be nice to people I do not live.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
85. It is more important for a job to pay well than for a job to be interesting.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
86. I understand what the teacher wants me to do.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
87. I clear the papers off my desk around the place even though I did not put them.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
88. It is not really all that important to do the home-work regularly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
89. I would find hard to give a talk in front of others in my class.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
90. I would not mind giving money to a benefit fund for a school or hospital building even though it is not built in my own place.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

# Rao's Social Maturity Scale (RSMS)

## SCORING BLANK

ITEMS	1			2			3		
	1	2	3	1	2	3	1	2	3
	WO	CM	SC	SD	ET	ST	AS	CO	OC
01—09									
10—18								+	
19—27			+			+		+	
28—36									+
37—45			+		+	+			
46—54					+	+	+		+
55—63		+	+		+				+
64—72									
73—78		+			+				
79—84		+			+				
85—87		+	+	1	2	3			
88—90			+						

<b>Personal Adequacy</b>	<b>Inter-personal Adequacy</b>	<b>Social Adequacy</b>	<b>Total Social Maturity Score</b>																											
<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">1</td> <td style="border: 1px solid black; padding: 2px;">WO</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">4</td> <td style="border: 1px solid black; padding: 2px;">SD</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">7</td> <td style="border: 1px solid black; padding: 2px;">AS</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> </table>	1	WO		4	SD		7	AS		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">2</td> <td style="border: 1px solid black; padding: 2px;">CM</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">5</td> <td style="border: 1px solid black; padding: 2px;">ET</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">8</td> <td style="border: 1px solid black; padding: 2px;">CO</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> </table>	2	CM		5	ET		8	CO		<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="border: 1px solid black; padding: 2px;">3</td> <td style="border: 1px solid black; padding: 2px;">SC</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">6</td> <td style="border: 1px solid black; padding: 2px;">ST</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> <tr> <td style="border: 1px solid black; padding: 2px;">9</td> <td style="border: 1px solid black; padding: 2px;">OC</td> <td style="border: 1px solid black; width: 20px;"></td> </tr> </table>	3	SC		6	ST		9	OC		
1	WO																													
4	SD																													
7	AS																													
2	CM																													
5	ET																													
8	CO																													
3	SC																													
6	ST																													
9	OC																													

**APPENDIX - IV**

**MARKS OBTAINED BY NON-BOARDERS DURING PREVIOUS YEAR EXAMINATION**

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Sl.No. Non-Boarders		Sl.No. Non-Boarders		Sl.No Non-Boarders	
1)	60	21)	50	41)	67.5
2)	94	22)	65	42)	70
3)	61	23)	65.6	43)	60
4)	62	24)	69.5	44)	66
5)	76.4	25)	73	45)	64
6)	87.8	26)	67	46)	60
7)	81.4	27)	68.6	47)	60
8)	71.2	28)	48	48)	58
9)	64.00	29)	47	49)	52
10)	60	30)	66	50)	59
11)	58	31)	57		
12)	75	32)	64		
13)	59	33)	71		
14)	68	34)	54		
15)	68	35)	61		
16)	84	36)	87		
17)	60	37)	63		
18)	58	38)	58		
19)	64	39)	70		
20)	49	40)	67.3		

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**MARKS OBTAINED BY BOARDERS - GROUP DURING  
DURING PREVIOUS YEAR EXAMINATION**

S1.No	Boarders (%)	S1.No	Boarders (%)	S1.No	Boarders (%)
1.	58	21.	49	41.	74
2.	52	22.	47	42.	60
3.	66.3	23.	75	43.	52
4.	62	24.	24	44.	51
5.	53	25.	65	45.	71
6.	74	26.	62	46.	70
7.	71	27.	53	47.	51
8.	63	28.	74	48.	50
9.	61	29.	71	49.	57
10.	86	30.	63	50.	61
11.	67	31.	61		
12.	82	32.	86		
13.	53	33.	67		
14.	51	34.	82		
15.	77	35.	53		
16.	61	36.	51		
17.	57	37.	61		
18.	74	38.	77		
19.	71	39.	61		
20.	59	40.	57		

**APPENDIX - V**  
**EMOTIONAL MATURITY SCORES OF BOARDERS**

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Sl.No	Scores	Sl.No	Scores	Sl.No	Scores
1.	88	21.	85	41.	103
2.	105	22.	101	42.	112
3.	89	23.	118	43.	99
4.	94	24.	123	44.	91
5.	88	25.	99	45.	110
6.	74	26.	122	46.	111
7.	102	27.	126	47.	123
8.	87	28.	122	48.	102
9.	130	29.	90	49.	111
10.	99	30.	113	50.	93
11.	116	31.	100		
12.	111	32.	124		
13.	111	33.	102		
14.	108	34.	90		
15.	90	35.	78		
16.	86	36.	82		
17.	156	37.	106		
18.	111	38.	107		
19.	145	39.	81		
20.	110	40.	111		

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## EMOTIONAL MATURITY SCORES OF NON-BOARDERS

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Sl.No	Scores	Sl.No	Scores	Sl.No	Scores
1.	98	21.	127	41.	106
2.	142	22.	104	42.	148
3.	116	23.	114	42.	148
4.	105	24.	110	43.	102
5.	23	25.	140	44.	90
6.	97	26.	54	45.	119
7.	108	27.	96	46.	70
8.	90	28.	142	47.	110
9.	95	29.	103	48.	108
10.	116	30.	104	49.	99
11.	104	31.	128	50.	91
12.	103	32.	104		
13.	114	33.	98		
14.	114	34.	81		
15.	108	35.	105		
16.	143	36.	105		
17.	112	37.	111		
18.	80	38.	112		
19.	158	39.	73		
20.	153	40.	77		

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APPENDIC - VI

SOCIAL MATURITY SCORES OF BOARDERS

Sl.No	$-X_2$	$(X_2 - X_2) = d$	$(X_2 - X_2) = d^2$
1.	242	16.12	259.85
2.	238	12.12	146.89
3.	230	4.12	16.97
4.	218	-7.88	62.09
5.	251	25.12	631.01
6.	211	-14.88	221.41
7.	252	26.12	682.25
8.	214	-11.88	141.13
9.	220	-5.88	34.57
10.	218	-7.88	62.09
11.	223	-2.88	8.29
12.	224	-1.88	3.53
13.	201	-24.88	619.01
14.	213	-12.88	165.89
15.	221	-4.88	23.81
16.	224	1.88	3.53
17.	239	13.12	172.13
18.	222	-3.88	15.05
19.	171	-54.88	3011.81
20.	232	6.12	37.45

**SOCIAL MATURITY SCORES OF BOARDERS**

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Sl.No	$-X_2$	$(X_2 - X_2) = d$	$(X_2 - X_2) = d^2$
21.	215	-10.88	118.37
22.	232	6.12	37.45
23.	234	8.12	65.93
24.	263	37.12	1377.89
25.	228	2.12	4.49
26.	230	4.12	16.97
27.	228	2.12	4.49
28.	231	5.12	26.21
29.	217	-8.88	78.85
30.	236	10.12	102.41
31.	236	10.12	102.41
32.	253	27.12	735.49
33.	226	0.12	0.01
34.	241	15.12	228.61
35.	224	1.88	3.53
36.	227	1.12	1.25
37.	223	-2.88	8.29
38.	231	5.12	26.21
39.	212	13.88	192.65
40.	237	11.12	123.65
41.	245	19.12	365.57

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### SOCIAL MATURITY SCORES OF BOARDERS

Sl.No	$-X_2$	$(X_2 - X_2) = d$	$(X_2 - X_2) = d^2$
42.	228	19.12	365.57
43.	228	2.12	4.49
44.	234	8.12	65.93
45.	211	-14.88	221.41
46.	235	9.12	83.17
47.	246	20.12	404.81
48.	233	7.12	50.59
49.	220	-5.88	34.57
50.	125	-100.88	10176.77
	<b>11,294</b>		<b>20,991.06</b>

**Mean and Standard deviation of Social Maturity Scores of Boarders.**

-  $X_2 = 11294$        $X_2 = \frac{11294}{50} = 225.88$

$d_2 = 20991.06$        $d = \frac{X_2 - X_2}{N}$

- (s.d) 9  $= \sqrt{\frac{d^2}{N}}$   $= \sqrt{\frac{20991.06}{50}}$

(s.d) 9  $= \sqrt{419.8212}$

9  $= 20.48$

## SOCIAL MATURITY OF NON-BOARDERS

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Sl.No	$-X_1$	$X_1 - X_1 = d$	$(X_1 - X_1)^2 = d^2$
1.	231	1	1
2.	215	-15	225
3.	217	-13	169
4.	231	1	1
5.	254	24	576
6.	180	-50	2500
7.	238	8	64
8.	239	9	81
9.	220	-10	100
10.	226	-4	16
11.	227	-3	9
12.	236	6	36
13.	138	8	64
14.	158	-72	5,184
15.	242	12	144
16.	246	16	256
17.	243	13	169
18.	234	4	16
19.	232	2	4
20.	234	4	16

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## SOCIAL MATURITY OF NON-BOARDERS

---

Sl.No	$-X_1$	$X_1 - X_1 = d$	$(X_1 - X_1)^2 = d^2$
21.	243	13	169
22.	218	-12	144
23.	204	-26	676
24.	234	4	16
25.	228	-2	4
26.	228	-2	4
27.	245	15	225
28.	220	-10	100
29.	226	-4	16
30.	239	9	81
31.	244	14	196
32.	238	8	64
33.	239	9	81
34.	233	3	9
35.	216	-14	196
36.	250	20	400
37.	236	6	36
38.	230	0	0
39.	254	24	576
40.	213	-17	289

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### SOCIAL MATURITY OF NON-BOARDERS

Sl.No	$X_1$	$X_1 - \bar{X}_1 = d$	$(X_1 - \bar{X}_1)^2 = d^2$
41.	240	10	100
42.	228	-2	4
43.	213	-17	289
44.	232	2	4
45.	241	11	121
46.	241	11	121
47.	254	27	576
48.	213	-17	289
49.	246	16	256
50.	213	-17	289
	<b>11,500</b>		<b>14,962</b>

#### Mean Social Maturity Scores of Non-Boarders.

$$\begin{aligned} \bar{X} &= \frac{\sum X}{N} = \frac{11,500}{50} \\ &= 230 \\ d^2 &= \sum (X_1 - \bar{X}_1)^2 = 14,962 \\ \text{S.D} &= \sqrt{\frac{d^2}{N}} \\ \text{S.D} &= \sqrt{\frac{14,962}{50}} \\ \text{S.D} &= \sqrt{299.24} \\ &= \mathbf{17.29} \end{aligned}$$

### Combined Mean

$$\begin{aligned}\bar{X}_{1.2} &= \frac{N_1 X_1 + N_2 X_2}{N_1 + N_2} \\ &= \frac{50 \times 230 + 50 \times 225.88}{50 + 50} \\ &= \frac{50(230 + 225.88)}{100} \\ &= \frac{455.88}{2} = 227.94\end{aligned}$$

### Combined S.D

$$\begin{aligned}\sigma_{1.2} &= \frac{N_1 \sigma_1^2 + N_2 \sigma_2^2 + N_1 D_1^2 + N_2 D_2^2}{N_1 + N_2} \\ N_1 &= N_2 = 50, \sigma_1 = 17.29 \\ \sigma_2 &= 20.48, D_1^2 = (\bar{X}_1 - \bar{X}_2) = 225.88 - 227.99 \\ &= -2.06\end{aligned}$$

$$D_2 = (\bar{X}_2 - \bar{X}_{1.2}) = 230 - 227.94 = 2.06$$

$$\sigma_{1.2} = \sqrt{\frac{50 \times (17.29)^2 + 50(20.48)^2 + 50(-2.06) + (2.06)^2}{50 + 50}}$$

$$= \sqrt{\frac{50(299.24 + 419.8212 + 4.2424)}{100}}$$

Combined s.d ( o 1.2)

$$= \frac{\sqrt{727.5412}}{2}$$

$$= \sqrt{363.77}$$

Combined s.d = 19.07

Combined S.D. = 19.02

Combined  $\bar{X}$  = 227.94

$\bar{X}_1 + \text{S.D.} = 227.94 + 19.07 = 247.01$

$\bar{X}_1 - \text{S.D.} = 227.94 - 19.07 = 208.87$

Scores upto 208                      Socially less mature

Scores between 209                  Moderate mature

More than 247                        Highly mature