

**PERSONALITY PATTERNS AND SOCIAL SKILLS OF  
INSTITUTIONALIZED DEPRIVED AND NORMAL  
FAMILY-REARED HIGH SCHOOL STUDENTS IN  
KANYAKUMARI DISTRICT**

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# CHAPTER-I

## INTRODUCTION

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Personality is the way a person behaves, the essence of personality is found in the interplay of persons and their environment. The personality of an individual is shaped by interaction of the individual with his environment. Social psychologists strongly emphasize that early childhood experience especially those within the family mould the personality of the children. Proper environment plays an important role in the life of the children. Nobody can deny the important role of parents in development of personality and social skills among children, but unfortunately cruel

fortune deprives some children to the sympathetic affectionate care. Because of parental deprivation some children are reared in destitute homes or orphanages. This group of children is termed as Institutionalized deprived children.

Deprivation is a rather vague term, *KellmerPringle(1965)* said “Deprivation is commonly used to denote three different condition: first, the child who is living in residential care either for long period or permanently deprived from normal family life; second, if a child is unloved or rejected by his parents, especially mother the child is emotionally deprived; third, the child who is growing up in a home which is culturally and educationally stimulating will be handicapped by environmental deprivation”.

Thus in the present study the phrase Institutionalized deprived children is used to describe a child who, for one reason or another is unable to live with his own family and brought up in an institution. Their social skills and personality patterns would differ from normal family- reared children. Care of children in destitute homes becomes a matter of prime importance. Children who are living in destitute homes should be provided better psychosocial environment for their balanced growth of personality and social skills in the absence of the parental care and affection.

### **1.1 NEED AND SIGNIFICANCE OF THE STUDY**

At this present scenario each individual is facing some or the other problem, which continues lifelong. Man faces various problems while living in society. Problems differ at every stage of growth. Adolescence is the most important period of human life. Adolescence is a phase of dynamic and rapid changes, changes in

personality characteristics, changes in nature of relationships, social skills, emerging planning for future educational and vocational goals, mounting concern with social, personal values and developing sense of personal identity in life. Thus at this stage all these changes result in many problems. The raised problems should be provided suitable guidance timely. Human beings by nature tend to seek advice and assistance from others whenever they are confronted with a problem when an individual living with his family, whatever problem arise the remedial guidance is supposed to be provided by the family. But when an individual is from institutionalized deprived he /she faces different circumstances every day. Surprisingly, these circumstances may be problematic to one individual and may be nothing to another.

Future of every country lies solely on the shoulders of the new generation. But if the new generation itself is undergoing pressures and in facing problems it will affect their overall personality development and social skills competence and further will hamper the nation's progress well.

Institutional life does not provide the quality of life to the children, or the experiences they need to be healthy, happy, fully functioning adults. In group care, the child's needs are secondary due to the requirements of the group routine. Relationships between adults and children are usually superficial and brief, with little continuous warmth and affection. An institutionalized authority does not connect emotionally or physically with the children in quite the same way that families connect with the children. Similarly, in institutional life the children do not get chance to perform some of the personality and social skill functions that are indispensable for normal life.

Children who are living in destitute homes should be provided better psychosocial environment for their balanced growth of personality care and affection.

Thus some basic questions which call for satisfactory empirical answers in the present day society are, Does the substitute environment of the destitute home take the place of warm family environment? Does institutional care make any difference to the personality and social skills of the children who are deprived of emotional rearing of parents? Hence, the present study is an effort to compare the personality patterns and social skills of institutionalized deprived students and normal family-reared high school students.

This study aims to help the authorities concerned to undertake measures in such a way that maximum satisfaction and balanced development of personality patterns and social skills may be possible for the deprived children.

## **1.2 CONCEPTUAL FRAME WORK**

### **Personality**

The meaning of 'Personality' can be taken with reference to a particular individual or with reference to the social background. In the former sense, personality means the unique impressions that an individual creates in others and in the latter sense it means 'social effectiveness of the individual, how he adjust to his social environment. An individual personality is much dependent upon the society and its culture to which he belongs.

## **Definition of Personality**

According to Guilford. “An individual’s personality is his unique pattern of traits. Where a trait in any distinguishable relatively enduring way in which one individual differs from others”.

G.W.Allport has given a comprehensive definition of personality which recognizes the value of wholeness, adjustment and distinctiveness of individual’s personality. According to him “Personality is a dynamic organization within the individual of those psycho- physical systems that determine his characteristic behavior and thoughts”.

“An individual’s personality is the resulting individuality, which was arising out of interaction of self-conscious, intelligence of a person and the environment in which he lives.”(**F.S.Freeman**)

## **Personality Patterns**

Patterns usually means ‘A mode of behavior’ Woodworth and Marquis (1974) defined the Personality patterns as “some particular quality of behavior such as cheerful or self reliance, which characteristic divided as a wide range of his activities, and is fairly consistent over a period of time

He considers the total personality is more than a more sum of separate qualities. Allport (1957) who supports the organization believes the traits are dynamic and flexible disposition, resulting at least. In part from the integration of specific habits and expressing characteristics modes of adaptation to one’s surroundings. According to his definition; the behavior of an individual is regulated

from within him and is relatively independent of external environmental influence. A hard working person can be expected to be consistently hard working, or a sympathetic person to be sympathetic in all his dealings. This theory is usually referred to as a theory of unitary traits.

Allport (1957) considers patterns as the fundamental aspect of personality structure enduring predisposition of a person to act in a particular way when certain classes of stimulus are presented. Some patterns are very central to an individual's way in which an individual's patterns are ordered constitutes his uniqueness sometimes there is one dominant or cardinal pattern which emerges to govern all other. In such a case this trait controls the personality and renders.

In the simplest sense by pattern one means a mode of behavior which is manifested in a number of life situations consistently.

### **Theories of personality**

A theory of personality is defined by Hull and Lindsey as a self of assumption relevant to human behavior together with the necessary empirical definitions.

#### ***1. The psycho-Analytic theory***

According to Sigmund Freud personality is divided in to three systems. 'Id', 'Ego', 'Super Ego'.

The 'Id' is the original system and it knows no values or more standard but it operates wholly for the gratification of instincts. The 'Ego' evolves out of the 'Id' because of environment. Its functions include mastery of the environment, speech and reasoning control of inner tension etc. The 'Super Ego' represents the conscience



in common man's language. Psychoanalysis theory gives three important type of personality.

- i. The Oral Erotic type
- ii. The Oral type
- iii. The Phallic type

## ***2. Jung's Analytical Theory***

This theory has been identified as a psycho analytical theory for the emphasis on the unconscious process. It emphasis on social origins of personality. The total personality is compressed at the personal unconscious and the collective unconscious. According to Jung's personality, characteristics of an individual are divided in to two. They are,

- Extrovert
- Introvert.

## ***3. Kretchmer's classification***

Some theorist put forth the view that physical characteristic are related to personality of the individual. Kretchmer, from his psychiatrics experience proposed 3 types based on morphology.

1. The pyknic—strong, full chested popular.
2. The Aesthenic— weak, tall
3. The Athletic – strong.

#### ***4. Sheldon's constitutional psychology***

Sheldon classified the primary components of physique into three Endomorphic characterized by strengths and rough nesses of body and Mesomorphy characterized resistance to injury and Ectomorphic characterized by Flatness of chest and delicacy of body.

#### ***5. Allport's Psychology of the individual***

This theory mainly resolves around the central autonomy of motives. The traits motives behavior is not independent and their interrelation governs the functioning of the individual traits. The functional autonomy regards adult motives as varied as self – sustaining contemporary systems. The foundation of personality includes physique and temperament, intelligence and inheritance. In this theory little place is given to environment forces in determining the behavior at any time, for Allport, the apparent in consistencies of behavior reflect a uniquely organized internal consistency. For the normal individuals at least the conscious determinates the behavior and personality should emphasis the study of unique individuals.

#### ***6. Murray's personality***

This theory also stresses the individual personality. The conviction is that a single segment of behavior can be understood only with reference to the total person. Murray has accepted a 'field view' of behavior and the role of unconscious determinants of behavior. Specific emphasis is given to the concept of motivation

and also the psychological process. The society is believed to exert great influence on the individual.

### **Social skills**

Social skills are the components of behavior that helps an individual to understand and adopt across a variety of social settings, or in short social skills are the building blocks of success which overcome the barriers of anxiety and social disorders.

According to Hurlock (1978) social skills means the ability to behave in accordance with social expectation. According to Foster and Ritchey (1979) social skills means those responses which a given situation, prove effective or in others words, maximize the probability effects for the interaction.

According to Walker (1983) social skills means a set of competencies that allow an individual to initiate and maintain positive social relationship and o contribute o peer's acceptance to satisfy their school adjustment, allow an individual to cope effectively with the larger social environment.

**Clive R.H and Peter .T (1986) classified the social skills into four areas.**

1. Survival skills (listening, following, directions, ignoring distractions using nice or brave talk, rewarding yourself.)
2. Interpersonal skills (sharing, asking permission, joining in an activity, waiting for your turn).

3. Problem solving skills (asking for help, apologizing, accepting consequences, deciding what to do).
4. Conflict resolution skills (dealing with teasing, losing, accusations being left out of peer pressure).

When a person lacks response styles and strategies it is considered to have a deficit in social skills. The social skills are started from schools and it continues later life. For the success of social skills the school plays an important role where as it makes the students to maintain a good relationship with their companions through analyzing self-concept

### **Social skills in school**

The classroom is one such environment where children must learn to navigate, for successful learning students require to interact closely with teachers and peers. In addition to their general importance for daily interaction, social skills can have a big impact on a child ability to succeed in an academic setting. The classroom becomes both training ground for the development of social skills and an area in which those skills are put to use. The different types of social skills are explained as below.

#### ***Assertiveness***

Assertiveness is the form of acting that allows a person to act on their most important interests, defended with anxiety, to express honest feelings comfortably or to exercise personal rights without denying others. We all have the same rights assertive, which ended when they begin the value of others. The rights include, right

to judge our own abilities, to make mistakes, to say no without feeling guilty, to have political beliefs, not to justify ourselves before others decide what to do with our bodies, time and properly to be independent to who we want and not who others expect to be treated with dignity and say “do not understand”.

### ***Empathy***

Empathy is defined as the ability to communicate and lead by understanding others thoughts, views and feelings. Stone and Delahunt (1978) define empathy as understanding others feelings and concerns and taking their perspective into account, appreciating the differences in how people feel about things. When empathy is highly developed human beings become more human empathy. It helps us to understand others from opposition with ourselves. People with highly developed empathy skills seem to have friends. Lack of empathy leads directly to poor academic achievement, poor achievement, poor relations and criminal behaviors such as stealing, drug, rape, murder etc.

### ***Listening***

Listening with understanding and care know what the other person tries to communicate and convey that we received your message.

### ***Define a problem***

Analyzing the situation, taking account of the objective factors, as well as the feelings and needs are put in to play.

### ***Evaluation***

Analyze the consequence of each solution will have short and long term for those involved.

### ***Apologize or admit ignorance***

Ability to realize their own mistakes, Social skills is important for number of reasons. People with good social skills are naturally more popular than their less socially adept peers which means they have better supports to call on when experiencing difficulty in their lives, also, well – linked people get more social reinforcement (messages from other people that they are worthwhile and okay). So they tend to have better self – esteem, which can also help them through tough times.

### **Dimensions of social skills**

Social skills have different dimensions. Dimensions like Interpersonal skills, Concern for others, Time management, and Self-regulation are included for the present study.

#### ***1. Concern for others***

Concern for others means to understand that you are not alone, that there are other people are part of our life. Like your parents your friends but also people who are not directly involved in life, but in some way are part of our community.

Formation of strong emotional bond with others like possession of confidence respect for family and friends, participation in personal decisions; feeling of security in relationship with authorities with peer group.

#### ***2. Interpersonal skills***

Interpersonal skills means being able to make and keep friendly relationships with family members and others. It gives rise to the social support like sensitivity to the feeling of others, good sportsmanship, fairness, diplomacy, helpfulness, loyalty and genuine interest in others.

Interpersonal communication is the manner in which information is shared or exchanged between a small numbers of people whether they are same or different from each other. It helps to give and receive constructive criticism as well as able to negotiable to listen to and value others opinions.

### ***3. Time Management***

Time Management is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase effectiveness, efficiency or productivity. It is a meta-activity with the goal to maximize the overall benefit of a set of other activities within the boundary condition of a limited amount of time. It is an important tool to ensure that all activities are accomplished within their allotted time period.

### ***4. Self-regulation***

Self-Regulation is the ability to monitor and control our own behavior, emotions or thoughts, alternating them in accordance with the demands of the situation. It includes the abilities to inhibit first responses, to resist interference from irrelevant stimulation and to persist on relevant tasks even when we don't enjoy them.

Self-Regulation comes both from internal sources such as children's developing ability to modify behavior and their opinion of a request and from external factors such as the type of self-regulation being requested.

### **1.3 STATEMENT OF THE PROBLEM**

The present study aims to explore the personality patterns and social skills of high school students and entitled as "personality patterns and social skills of institutionalized deprived and normal family-reared high school students in Kanyakumari district"

### **1.4 OPERATIONAL DEFINITIONS OF THE KEY TERMS**

The present study aims to explore the personality patterns and social skills of high school students and it is entitled as "The personality patterns and social skills of institutionalized deprived and normal family-reared high school students in Kanyakumari district".

The key terms used in the title are defined below,

#### **Personality**

*"The total psychological and social reactions of an individual the synthesis of his subjective, emotional and mental life, his behaviors and his reactions to the environment; the unique or individual traits of a person can noted to a lesser degree by personality than by the term character" (Carter.V.Good)*

In this study personality patterns is the unique pattern of traits which distinguishes, in an enduring way by which one individual differs from others.



### Social skills

*“Social skills are defined as those social, interpersonal and task related behaviors that produce positive consequences in the classroom setting. Skill is goal directed well organized behavior that is acquired through practice and performance with economy of effort. A social skill implies the selection and exhibition of behaviors at appropriate times and in social specific situation.” - (Carl Edge and Milburn).*

In this study social skills means the “Ability to communicate, persuade and interact with other members of the society without any conflict.

### **Institutionalized deprived**

*“Specialized services provided for the education and training of individuals requiring intensive and extensive support; usually in a residential basis” (Carter.V.Good)*

Because of parental deprivation some children are reared in destitute homes and orphanages. These deprived children are called institutionalized deprived.

### **Normal family- reared children**

*“A person or people related to one and so to be treated with a special loyalty or intimacy” (Oxford Dictionary).*

In this study normal family-reared children are those children who grow under the care of parents with love and affection.

### **High school student**

*“A student enrolled in a course of study at a school offering courses in those grades above the junior high school level through grade 12; where there is no junior high school, a student enrolled in any of the grades 9 through 12” (Carter. V. Good).*

In this study high school students are those students who were studying in 9<sup>th</sup> and 10<sup>th</sup> stand

### **1.5 OBJECTIVES OF THE PRESENT STUDY**

- i. To construct and validate a tool to assess the social skills of high school students.
- ii. To compare the mean scores of personality patterns of institutionalized deprived and normal family-reared high school students with respect to the background variables namely Gender, Locale, Religion, Nature of schools and Type of management.
- iii. To compare the mean scores of social skills of institutionalized deprived and normal family-reared high school students with respect to the background variables namely Gender, Locale, Religion, Nature of schools and Type of management.
- iv. To study whether there is any significant correlation between personality patterns and social skills of institutionalized deprived and normal family- reared high school students with respect to the total sample and sub sample.

## **1.6 NULL HYPOTHESIS FRAMED**

On the basis of the objectives the following hypotheses have formulated for the present study.

- i. There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared high school students with respect to the background variables namely Gender, Locale, Religion, Nature of schools and Type of management.
- ii. There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family reared children with respect to the background variables namely Gender, Locale, Religion, Nature of schools and Type of management.
- iii. There exists no significant correlation between personality patterns and social skills of institutionalized deprived and normal family-reared high school students with respect to the total sample and sub sample.

## **1.7 METHODOLOGY**

### **a) Method**

Normative survey method is employed.

### **b) Sample**

The sample consists of 300 high school students from Kanyakumari district, of which 150 are institutionalized deprived students and 150 are normal family-reared students..

**c) Tools**

1. General data sheet.

2. Personality Inventory

(Prepared by Rajendran and Mr.C.Bright-2011)

3. Social skills scale

(Prepared by K.S.Shobha and Dr.B.C.Sobha)

**d) Statistical techniques used**

For analyzing the data, the following statistical techniques are employed.

- Arithmetic Mean.
- Standard deviation.
- 't' test.
- ANOVA
- Pearson's Product moment method.

**1.8 ORGANIZATION OF THE REPORT**

The study has been reported in five chapters.

**Chapter I**

Deals with introduction of the study, need and significance of the study, statement of the problem, operational definition of the key terms, objectives of the study, hypotheses framed, methodology and organization of the study.

**Chapter II**

Gives a detailed look in to the theoretical overview and the related studies in India and International.

### **Chapter III**

Deals with the method adapted, tools employed, procedure adopted and the statistical technique used for the study are presented in this chapter.

### **Chapter IV**

Deals with the analysis and interpretation of the data.

### **Chapter V**

Gives the summary and conclusion that includes a brief restatement of the problem, a description of the procedure used and discussion of findings and conclusions of the study.

The report is followed by fairly exhaustive references. References are followed by series of appendices pertaining of the study.

## **CHAPTER-II**

### **REVIEW OF RELATED LITERATURE**

#### **❖ *INTRODUCTION***

#### **❖ *REVIEW OF RELATED LITERATURE.***

- ***INDIAN STUDIES***

- ***INTERNATIONAL STUDIES***

#### **❖ *CRITICAL REVIEW***

The researcher in any field of investigation requires the knowledge of the previous studies undertaken in India and abroad. The researcher should be aware of the latest trends and investigation going on the field of research.

The review of related literature is an important pre requisite to actual planning and execution of any research work. For any worthwhile research in any field, the researcher worker needs an adequate familiarity with the literature and studies available in that field of study.

### **MEANING OF REVIEW OF LITERATURE**

The phrase “review of literature” consists of two words review and literature. The term review means to organize the knowledge of the specific area of research to evolve an evidence of knowledge to show that the proposed study would be an

addition to this field. In research methodology the term “literature” refers to the knowledge of a particular area of investigation of any discipline which include theoretical, practical and its research studies.

A review of literature must precede any well planned research journals, books, dissertation and other sources of information on the problem to be investigated are the important steps in the planning of the research study. The review of literature if it is conducted should provide an overview of the current framework of theory in the area in which it is proposed to undertake an investigation.

## **DEFINITIONS**

In the words of Agarwal, “Study of related literature implies, reading and evaluating reports as well as usual observations and opinions that are related in individuals planned research reports”.

According to Mouly (1964) “The survey of the literature is a crucial aspect of the planning of the study and time spent in such a survey in variably is a wise investment”

According to Hayman (1968) “The purpose of the review of literature is to allow the researcher to acquaint himself with current knowledge in the field in which he is going to do his research”.

According to the Good, Bass and Scats “A survey of related literature help to show whether the evidences already available to solve the problem adequately without further investigation and thus to avoid, the risk of duplication”



## **COMPONENTS**

Development of the literature review requires four stages.

### **1. Problem formulation:**

Which topic or field is being examined and what are its components issues.

### **2. Literature search**

Finding materials relevant to the subject being exposed.

### **3. Data evaluation**

Determining which literature makes a significant contribution to the undertaking of the topic.

### **4. Analysis and interpretation**

Discussing the findings and conclusions of pertinent literature.

## **PURPOSE OF REVIEW**

- ✓ Place each work in the context of its contribution to the understanding of the subject under review.
- ✓ Describe the relationship of each work to the others.
- ✓ Identify new ways to interpret and shed light on any gaps in previous research.
- ✓ Resolve conflicts among problems.

## **NEED FOR REVIEW**

The review has several important functions that make it well worth, the time and efforts. The review tells the researcher or what needs to be done. The major reviewing the literature is to determine what has already been that relates to our topic. It prevents pointless repetition of research.

A research worker to be up-to-date in his knowledge about studies related to his problem, already done by others. Study of related literature implies locating relevant researches, study of publishing articles, going through related portion of encyclopedia and research abstract, study of patent pages of comprehensive book on the subjects and going through related manuscript if any. For any worthwhile study, the research needs adequate familiarity with the library and its many resources.

Best (1983) said that a familiarity with the literature in any problem area help the students to discover what is already known, what others have attempted to find out, what methods of attack have been promotes a greater understanding of the problem and its racial aspect as ensures the avoidance of unnecessary duplication.

The review of literature is to enable the researcher to define the limits of his field. It helps the researcher to delimit and define his problem. The important specific reason for reviewing the related literature is to know about recommendations of previous researchers for further research which they have listed in their studies (Koul, 1992).

So the investigator made an attempt to collect the relevant studies and theories which printout the issues involved in the present investigation.

## **THEORETICAL OVERVIEW**

The review of related literature helps a researcher in getting a deep knowledge to the design of the study. It is the live aspect of the project under study. Both the available and utilization of adequate sources of related information are essential for a proper research activity, by reviewing the literature the investigation is sure that the selected problem does not exist in a vacuum and that considerable work has been already on problems, which are directly related to the selected investigation. Thus information about the specific of the study can be collected by reviewing the related literature. They are more or less related to the problem under investigation.

## **THE STUDIES REVIEW OF RELATED STUDIES**

The studies reviewed by the investigation related to the topic under appropriate heads. For convenience the studies are classified under the following heads.

- **Studies on personality patterns**
- **Studies on social skills**

### **Section-A**

#### **2.1 INDIAN STUDIES**

- **Studies related to personality patterns**

**Saroj, Mishra (2013)** conducted a study on the role of parents in the formation of personality need of hearing impaired children. The major finding of the study indicated that hearing impaired children had a strong personality need for,

aggression, autonomy and achievement and less need for interception dominance, heterosexuality and maturance.

**Mandankar(2013)** conducted a study on the effect of personality and home environment on academic achievement of secondary school students. A path analysis was done to find the direct and indirect effect of personality in home environment and school environment. The investigator found that there is a negative relationship among certain variables due to the correlation between independent variables score and academic achievement scores.

**Panda and Behera (2013)** conducted a study on achievement and personality patterns of secondary level scheduled tribal students in relation to gender and type of institution. Indented that the achievement doesn't have significant relationship with the personality pattern as a whole, but achievement of total sample students has significant point relationship with only two of the fourteen factors.

**Vasanthi (2013)** conducted a study on the relationship between personality and aggression among 11 standard students of 10 schools was selected. Major finding shows that personality types and correlated significantly.

**Binoy (2012)** conducted a study on the traits based personality patterns of sports persons in colleges of Kerala with respect to gender. The investigator was able to get response from 2000 collegiate person. The major finding shows that personality traits of tenseness, sports men and sports women differ significantly at 0.01 level as the attained 't' value is 3.89.

**Pahnu (2012) conducted** a study to find the influence of various factors of personality on academic achievement of adolescent students in relation to their location. The major finding showed that there was no I fluencies of interaction between location and personality factor.

**Garhok (2006)** conducted a study on the personality characteristics of orphans. The sample comprised of 200 subjects of whom 100 were orphans and 100 were non orphans of the age range 13 to 15 characters. The major finding was that orphans seemed to acquire a feeling of hostility towards authority and society. Orphans personality was demisted by negative emotions.

**Suresh (2006)** conducted a study on personality adjustment and academic achievement. A persistent relationship in mathematic students of high secondary schools. The sample consists of 526 students and major finding revealed that there is a correlation between home adjustment and personality adjustment of students who belong to families of all social economic strata.

**Minimal (2005)** conducted a study on the psycho- socio educational problems, intelligence and personality of orphan at secondary level. She conducted her study on 200 institutionalized orphan students of Kollam district. Major finding was founded that there was a negative correlation obtained from the investigator may due to the unsuitable environmental conditions provided or received by orphans at different stages of development.

**Nagar (2000)** conducted a study on the socio-psychological problems and personality patterns of the deprived children living in destitute homes. The study

reported that the deprived children were more creative than normal children and showed lack of adjustment with the environment.

- **Studies related on Social Skills**

**Reddy et al.,(2012)** conducted a study on the effectiveness of comprehensive social skill strategy in overcoming social skill deficiency of the problem students in social environment. The major findings indicated that there was a significant difference between the pretest and post test of the students and there was different in their social skills.

**Jayanthi and Subbiah (2012)** conducted a study on proficiency in social skills and academic achievement in primary school under activity based learning approach. The sample of that study consists of 10 primary school students. The findings of this study show that proficiency in social skills has high positive relationship with academic achievement among primary school children.

**Bandari (2012)** conducted a study to investigate the effect of Awareness training model on social skills in relation to psychological hardiness. Sample of 214 students based on psychologically high and low was selected randomly. The results showed that Awareness model in commerce had a significant positive effect on social skills of xi class students scored higher level of mean scores than psychologically low hardly students for social skills.

**Sreeja (2012)** conducted a study on social skills among prospective teachers. The major finding showed that prospective teachers have average social skills and they had no significant difference with regard to social skills

**Sumi (2011)** conducted a study on the Interpersonal skills among B.Ed students. The sample consists of 400 student teachers and the major finding indicated that there was no significant difference between male and female students in the level of interpersonal skills, but there exists difference between them for the variable empathy.

**Kraft and Guliz (2009)** conducted a study to analyze the impact of social skills intervention program with adolescent students with learning disabilities attending a school for dyslexia. This study suggested that even though no statistically significant differences between control and intervention groups significantly outperformed the control group.

**Singer (2008)** conducted a study on the use of Technology in enhancing social skills of seriously emotionally disturbed children. 300 students of behavioral disorder students were selected and given training included modalities such as television virtual reality, computers and videos. The finding indicated that the potential of using such technology with students who are emotionally disturbed was used to assess, train and rehabilitates social skill problem.

**Sundaram(2004)** conducted a study on the self-concept of D.TEd teacher trainees in relation to their study habits and friendship skills. This study consists of 100 student trainees as the sample. The major finding found that there was a significant relationship among self-concept, friendship and study habits.

**Nagarani andNagaraju (2000)** conducted a study on an evaluative study in Interpersonal skill among B.Ed students. The major finding denoted that there was

no significant difference between the male and female B.Ed trainee's interpersonal skills and also no significant difference between the ages of the B.Ed students towards interpersonal skills.

## **Section-B**

### **2.2 INTERNATIONAL STUDIES**

#### **▪ Studies related on Personality Patterns**

**Shinde and Parandin(2013)** conducted a study to find any difference in personality patterns of internet addicted and no addicted students. The sample consists of 300 Iranian students. The result indicated that internet addicted students were higher on neuroticism and lower extroverts, agreeableness, openness to experience and conscientiousness than non-internet addicted

**Mathew (2012)** conducted a study to determine if the high school band director's personality temperament significantly influences his instructional strategy. The sample consisted of band rehearsal videos of 14 mid western high school band strategy. The major finding showed that personality temperament close to use verbal dictated instructional strategies more than instructional type.

**Bryan (2011)** conducted a study about the impact of materiality personality traits and ethical position on whistle blowing intention. The study was conducted among the students attended four year University course. The results of the study indicated that the ethical position of an individual's is the most strongly related to an



individual's intention to engage in whistle blowing activities. The presence of more pro-social personality traits are seen among students.

**Krishnan (2011)** conducted a study to examine the effect of antecedent variables. The interplay between personality traits communication and social motives,. Attitudes and level of activity. The sample consists of 691 participants. Major finding was found that there was a relationship between personality patterns, communication and social motives.

**Andrew(2010)** conducted a study to explore the impact of gender, personality and game context on Avatar selection. The sample size of 300 peoples was taken and the major findings shows that game context had few main effects both alone and with certain aspects of personality functions as moderators.

**Barbara(2010)** conducted a study on a psychology of framing, The effect of personality on susceptibility to media frames. The sample consists of 809 participants. The result showed that certain personality traits particularly openness, agreeableness and conscientiousness

**Bradom (1999)** conducted a study on personality characteristics associated with academic achievement among developmental college students.113 students were selected as the sample. Major finding denoted that personality characteristics contributed and enhanced the academic performance of developmental among students.

**Sulapha(1999)** conducted a study on the personality of institutionalized orphans. The study was conducted among 300 students. The study revealed that

orphans are weak with regard the self-reliance, sense of personal worth and sense of personal freedom.

**Roberio and Bhargava(1998)** ) conducted a study on personality factors of teachers belonging to higher education.101 college and university faculty were selected as sample. Major finding indicated that the teaches at higher education level were on an average more introverts, less neurotic out in a socially desirable way and perceive themselves as internationally.

▪ **Studies related to Social Skills**

**Shakibaei et al., (2013)** conducted a research to investigate the efficiency of educational games on the ability of social skills in mentally retarded girls aging 8-12 years. The sample group contained 20 mentally retarded girls. Result suggested that the test group had significantly higher scores as compared to the control group. They found the capabilities of the educational games are improving the ability of social skills.

**Stacey (2012)** conducted a study to expand the understanding the relationship between social skills and academic achievement in African-American Caucasian Latino third, fourth and fifth grade students. The result of the study revealed significant differences in teacher related social skills by race, Ethnicity and no difference in self-ratings.

**Copelara(2011)** conducted a study on social skills trait. Promoting social competency in teens with Asperges Syndrome. This study was conducted among the middle secondary school students who have Asperges Syndrome or high functioning

Autism. Findings showed that the social skills trait curriculum may be available alternative method for teens with AS? HFA to develop and master social skills.

**Earls (2011)** conducted a study on the effectiveness of social skills group play therapy on remedying the social skill deficits of adolescents. Major findings showed that participation in social skill group play therapy decreased reported symptoms associated with anger and disruptive behavior as well as positively impacting the reported degree of self-concept among adolescent African-American males.

**Hamidullah et al., (2011)** conducted a study on middle school students who participated in a social skills training program to reduce inappropriate behavior. Ten students participated in this study. The findings indicated that this intervention positively affected behavior among participants. Data based on students experiences indicated that social skills training reduced in appropriate behaviors and improved social competence.

**Hood and Ann Kelly(2011)** ) conducted a study to examine the effective of using evidence based approach to teach social skills to children with high incidence disabilities. The sample consists of a group with four children with high incidence disabilities and externalizing behavior.

**Koyama (2011)** conducted a study to examine the effect on social skills groups as well as the effect of homework for young children with social delays. 14 preschool and kindergarten students were randomly assigned for this experiment. The study provided preliminary evidence on the effectiveness and social validity of social skills group increasing young children's social competence.

**Rincey and Sides (2011)** conducted a study on the program outcomes of student problem behavior and social skills, based on teachers' perceptions before and after early behavior intervention services. The study targets students in kindergarten through grade five who are identified by the school system and being labeled with emotional and behavioral disorders. The result indicated that the early intervention services that teach social skills and use functional behavioral are beneficial to children displaying behavioral challenges.

**Lipschutz(2010)** conducted a study on the use of digital storytelling to improve the effectiveness of social and conflict resolution skill training for elementary students. This study was conducted among 66 African-American students in grade three through five for nine weeks. Results indicated that the second step-curriculum did not affect behavior. Although the benefits of teaching students to respond empathetically to others, solve problems, and develop social skills. The use of second step to accomplish these goals has not been supported.

**Locke (2010)** conducted a study on teacher's perceptions of social skills in relation to perceived relationship. An exploratory analysis of elementary aged children with autism spectrum disorder, 21 children with autism and 21 typically developing matched peers participated in this study. The result showed that children with ASD had significantly poorer teacher-student relationship, quality and social network ability in comparison to the matched sample.

### **2.3 CRITICAL REVIEW**

Review of literature helps to link the research with the present research. The investigator reviewed 20 studies related to personality patterns and 20 related to social skills. Most of the studies had employed survey method and two studies are on experimental basis. The present study differs from the above studies in terms of area, population and number of samples. None of the study had included the personality patterns and social skills together in their research. It is also clear from the above studies of literature that a wide range of factors have been investigated by many researchers in relation to Personality patterns and Social skills. In the present study the investigator tried to find out the Personality patterns and Social skills of Institutionalized deprived and Normal family-reared high school students. These studies have helped the investigator to locate comparative data useful in the interpretation of results. Hence the investigator feels that new topic on which researcher has been hardly done is selected.

## CHAPTER-III

# METHODOLOGY

- ❖ *Introduction*
- ❖ *Normative survey method*
- ❖ *Tools used in the present study*
- ❖ *Description of the study*
- ❖ *Reliability of the tool*
- ❖ *Population for the study*
- ❖ *Sample selected for the study*
- ❖ *Administration of the study*
- ❖ *Statistical techniques used*
- ❖ *Delimitation of the study*

Research methodology is a way, to solve the research problem systematically. It may be understood as a science of studying how research is done scientifically. In it we study the various steps that are generally adopted by a researcher in studying his research problem along with the logic behind them.

Methodology is defined as “The study of methods by which we gain knowledge it deals with the cognitive processes imposed on research by the problems arising from the nature of its subject matter “. A researcher has to design his methodology in addition to the knowledge of methods/ techniques he has to apply the methodology as well”. The methodology differs from problem to problem. Thus the scope of research methodology is wider than research methods

The procedures by which researchers go about their work of describing, explaining and predicting phenomena are called methodology. All the methods used by social scientist in their fact-finding mission constitute methodology .Methodology prepares the investigation to adopt techniques to neutralize the effect of hurdles in research.

According to travels (1982) educational research is that activity which is directed towards development of a science of behavior in education institution. The ultimate aim of such science is to provide knowledge that will permit the researcher to achieve his goals by the most effective methods.

Research methodology may be understood by all those methods/techniques that are used from construction of research. Research methods or techniques thus refers to the method research used in performing research operation .In other words , all those methods which are used by researchers during the course of studying his research problem are termed as research methods.

This chapter was divided into two sections

- **Section A-Test development.**
- **Section B-Plan and procedure.**



## Section A

### ➤ Test development

The important step in any educational research is the collection of relevant data. An appropriate instrument or tool is very essential for collecting data. In certain research the investigator carries out the study using read made tools, but in some other cases such tools may not work suitable with the variables selected for the study .In such cases the investigator has to prepare suitable scales which will work adequately with the subject selected for study.

The tool for the present study was prepared by K.S.Shobha and Dr. B.C.Sobha is named as Social skills scale. The major steps followed in the construction of the tool are,

1. *Planning of the test.*
2. *Item writing.*
3. *Item editing.*
4. *Arrangement of the items.*
5. *Preliminary testing*
6. *Draft scale.*
7. *Final testing*
8. *Scoring.*
9. *Item analysis.*
10. *Item selection.*
11. *Establishing reliability and validity.*
12. *Final format of the test.*

## **Social Skills Scale**

The following are the steps followed in the construction of the scale.

### ***1. Planning of the test***

Social skills scale prepared by K.S.Shobha and Dr. B.C.Sobha aims at measuring the social skills of Institutionalized deprived and Normal family reared high school students. Due consideration were given to the variables tested and to the different aspect involved.

### ***2. Item writing***

Writing a suitable item is one of the important steps in the construction of any research tool. The investigator collected idea from magazines, Journals, Newspapers, Educational reports, Text books etc. Consultation and discussion were made with experts in the field of Education, Psychology and Sociology. In addition to this scales used in the previous studies were also referred. An initial pool of 80 items was prepared.

The scale covers the decisive features of the needed data. The method used in item writing was fixed response method

### ***3. Item editing***

Item editing is the process of checking and scrutinizing items. The items were referred to the experts for modification. The selected items were written in simple and meaningful language.

#### ***4. Item arrangement***

All items were grouped, ordered and located dimension wise in order to arouse interest and to maintain attention for responding

#### ***5. Preliminary testing***

To find out the weakness and workability of testing preliminary testing was carried out and the estimate of the time limit for responding items was noted. In that step, the investigator modified the items which are vague, for the purpose, the test was given to 60 students.

#### ***6. Draft scale***

The first draft was prepared by printing the item with the provision to mark the responses printed in English and Tamil. Necessary instructions for the respondents were printed.

#### ***7. Final testing***

The tool was administered to a sample of 300 high school students in Kanyakumari district and they were selected randomly from the population.

#### ***8. Scoring***

The collected response sheets were scored with the help of a scoring key prepared by the investigator. The responses sheets were scored by assigning score of '2' for 'always', '1' for 'sometimes', '0' for 'never' responses for positive questions . The score was reversed for negative items.

## ***9. Item Analysis***

Items were analyzed both quantitatively and qualitatively. Qualitative analysis includes the consideration of content validity and evaluation of effective item writing procedures. Quantities analysis is done in terms of statistical properties. Item analysis makes it possible to shorten a test and on the other hand to increase its validity and reliability.

The investigator used the method of item analysis by Anne Anastasia (1968) called the “Anasthasi Item Analysis Procedure”.

### **Steps in Item Analysis**

#### ***a) Determining the best 33% and poorest 33% of the sample***

The investigator selected a sample of 60 high school students. The 60 answer sheets obtained after preliminary test were scored and the total scores and upper 33% (U) and the lower 33% (L) of the total scores were separated. The students with average scores were taken as middle group (M).

#### ***b) Determining the Difficulty Index***

Difficulty Index measures the difficulty level of each item. The number of response who marked the desired response for each item was counted for upper group, middle group and lower group separately and recorded under U, M, and L category respectively. Then U+M+L were calculated for each item.

$$\text{Difficulty Index} = (U+M+L).$$

*c) Determining Discriminating power of questions*

Discriminating power is the evidence of the power of a test item to discriminate between upper and lower groups. The differences between correct responses in two groups will be an indication of how far it discriminates the two groups.

$$\text{Discriminating power} = (U-L)$$

**10. Item selection**

The final scale includes a total number of 40 items. These items are arranged in a random order.

**Details of the selected items and rejected items are given in the following table.**

**TABLE 3.1**

**Item wise analysis**

<b>Item No</b>	<b>U</b>	<b>M</b>	<b>L</b>	<b>U+M+L</b>	<b>U-L</b>	<b>Selected Items</b>
A 1	14.5	14.5	14.5	43.5	0	
2	14.5	8.5	9.5	32.5	5	✓
3	15	14	14.5	43.5	0.5	
4	16.	11.5	11.5	39	4.5	✓
5	18.5	13.5	16	48	2.5	

6	18	14.5	15	47.5	3	
7	15	17	9	41	6	✓
8	15	13	11	39	4	✓
9	15.5	17	12.5	45	3	
10	18	18.5	14.5	51	3.5	✓
11	9.5	14	9	32.5	0.5	
12	6.5	8.5	3	18	3.5	✓
13	15	13	5.5	33.5	9.5	✓
14	18	14.5	15	47.5	3	
15	11.5	11	5	27.5	6.5	✓
16	7	11.5	6.5	25	0.5	
17	7.5	4.5	4	16	3.5	
18	11	10	9.5	30.5	1.5	
19	17.5	12.5	9	38.5	8.5	✓
20	17.5	12	9	8.5	8.5	✓

<b>B</b>	1	11	14	11	36	0	
	2	9.5	11	8	28.5	1.5	
	3	9	8.5	13	30.5	4	✓
	4	19	14.5	12.5	46	6.5	✓
	5	10	8	11	29	-1	
	8	9.5	8.5	8	26	1	
	9	6	7	6	19	0	
	10	14	8.5	13	35.5	1	
	11	12	7	5.5	24.5	6.5	✓
	12	8	8	7.5	23.5	0.5	
	13	9	7.5	6	22.5	3	
	14	13	9	4	26	9	✓
	15	13	15	12	40	1	
	16	15.5	15.5	13.5	44.5	2	
	17	16.5	13	11.5	41	5	✓
	18	18	16	12.5	46.5	5.5	✓

19	19	15.5	11	45.5	8	✓
20	19	15	15.5	49.5	3.5	✓
C. 1	6.5	18	12.5	47	4	✓
2	16	14.5	13	43.5	3	
3	14.5	14	10.5	39	4	✓
4	15	15.5	13.5	44	1.5	
5	15.5	15.5	11.5	42.5	4	✓
6	14.5	13.5	13.5	41.5	1	
7	20	16	15	51	5	✓
8	19	19	12	50	7	✓
9	17.5	15	13	45.5	4.5	✓
10	7.5	6.5	5.5	19.5	2	
11	18	16.5	11.5	46	6.5	✓
12	18.5	16	14.5	48.5	3.5	
13	12	11	11	34	1	
14	8.5	9	10	27.5	-1.5	



15	5.5	9.5	9.5	35.5	7	✓
16	5.5	10	6.5	22	-1	
17	15	13	10	38	5	✓
18	19	13	13.5	45.5	5.5	✓
19	18	14	14.5	46.5	3.5	
20	4.5	10	8	22.5	-3.5	
D. 1	3.0	2.5	3	8.5	0	
2	14	14.5	14.5	43	-0.5	
3	16	13	9	38	7	✓
4	17.5	17.5	9	44	-1.5	
5	14	14	11	39	3	
6	14	12	9	35	5	✓
7	15.5	14	13.5	43	2	
8	17.5	15	13	45.5	4.5	✓
9	15.5	14	13	42.5	2.5	
10	13.5	9.5	13	36	0.5	

11	12.5	8.5	8	29	4.5	
12	16	12.5	15.5	44	0.5	
13	17.5	16.5	14	48	3.5	
14	18.5	16	11	45.5	7.5	✓
15	18.5	16.5	11	45.5	7.5	✓
16	19.5	13	9.5	42	7	✓
17	18	13.5	11	42.5	7	✓
18	21	15.5	14.5	51	6.5	✓
19	21	14.5	10.5	46	10.5	✓
20	15	11.5	6.5	33	8.5	✓

Note: Items marked with (✓) are selected

### **Xi) Reliability and validity of the test**

Reliability and validity are essential to the effectiveness of any data gathering procedure.

#### **Xi) A) Reliability and validity of the test**

Reliability is the degree of consistency that the instrument or procedure demonstrates whatever it is measuring, it does so consistently. The reliability (or)

stability of a test is expressed as a co-efficient. In this study investigator used split-half method to calculating reliability. It is calculated using Spearman-Brown reliability Co-efficient formula.

$$R = \frac{2r}{1+r}$$

**Table 3.2**

**Reliability coefficient**

<b>Number of samples</b>	<b>300</b>
<b>Number of items</b>	<b>40</b>
<b>Correlation between odd and even</b>	<b>0.5776</b>
<b>Re Reliability coefficient</b>	<b>0.7323</b>

**Establishing Validity**

Validity is the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. Face validity of the test was established for the present study. **Face validity**

Face validity means that the given tool appears or seems to measure what it measure. The tool was submitted to a panel of experts and their opinion was taken to measure the relevant objective of the tool reveals that each and every item is capable of

measuring the personality patterns and social skills. This provided face validity for the test.

## **Section –B**

### **➤ Plan and Procedure of the study**

Mouly has classified research method in to three basic types.

1. Historical method
2. Normative Survey method
3. Experimental method

In the present study the investigator has selected normative survey method.

## **METHOD USED FOR THE PRESENT STUDY**

The present study attempts to find the personality patterns and social skills of Institutionalized deprived and normal family-reared high school students. Since the problem selected is concerned with survey type the investigator has selected the normative survey method for conducting the present study.

## **TOOLS USED IN THE PRESENT STUDY**

The present study aims to study the personality patterns and social skills of institutionalized deprived and normal family-reared high school students.

For selecting the required data one may have to use various scientific devices for gathering facts related to the study. That device is called tool. The selection of suitable

tool is a necessary for any successful research. The investigator depending on the nature of study used the following tools for data collection.

- A. General data sheet
- B. Personality Inventory
- C. Social skills Scale

### **Description of the tools**

#### **A. General Information sheet**

The general data sheet is prepared to collect data regarding variables such as Gender, Locale, Religion, Nature of school, Type of management. A specimen copy of the same is given in Appendix -A.

#### **B. Personality Pattern Inventory**

The investigator had adopted the tool of M.Rajendran and Mr.C.Bright (2011) to measure the personality patterns of institutionalized deprived and normal family-reared high school students.

#### **C. Social Skill Scale**

For measuring the social skills of institutionalized deprived and normal family-reared students, Social skills scale was used. It was prepared by K.S.Shobha and B.C.Sobha.

The statement of the scale was simple and responses are in the form of “always”, “sometimes” and “never”. The high score on the test indicates the high social skills of a student and a low score indicates low social skills of a student. The scale contains 40 statements and 4 dimensions. Each dimension contains 10 questions.

### **Population and Sample:**

John .W.Best (2003) says that “A population is any group of individuals who has one or more characteristic in common that is of interest to the researcher”. The population of the present study consists institutionalized deprived and normal family-reared high school students in Kanyakumari district.

### **Sample**

According to Deepak Kumar Battacharya (2006) “Sample is a subset of a population from which data are collected and then used to estimate parameters of the total population”. The sample for the study has been selected using stratified random sampling method. The sample consists of 300 high school students of which 150 are normal family reared students and 150 institutionalized deprived students.

### **Scoring and tabulations**

The data collected from the students are scored systematically using scoring key (Appendix-E). To score test items, each positive response was given 2, 1, 0 and each score for each negative response 0, 1, 2 was given. Find the total scores of all items, after completion of scoring the data was organized and tabulated for analysis and interpretation.

Details about the sample selected for the present study was given below

**Table: 3.3**

**1. Gender wise distribution of sample**

<b>SL.NO</b>	<b>Samples</b>	<b>Gender</b>	<b>Count</b>	<b>Percentage</b>
1.	Normal family reared	Male	74	24.67
		Female	76	25.33
2.	Institutionalized deprived	Male	75	25.00
		Female	75	25.00
Total			300	100

**Table: 3.4**

**2. Locale wise distribution of sample**

<b>SL.NO</b>	<b>Samples</b>	<b>Locale</b>	<b>count</b>	<b>percentage</b>
1.	Normal family reared	Rural	76	25.33
		Urban	74	24.67
2.	Institutionalized deprived	Rural	76	25.33
		Urban	74	24.67
Total			300	100.00

**Table: 3.5****3. Religion wise distribution of sample**

<b>SL.NO</b>	<b>Samples</b>	<b>Religion</b>	<b>count</b>	<b>percentage</b>
1.	Normal family reared.	Hindu	71	23.67
		Christian	59	19.67
		Muslim	20	6.67
2.	Institutionalized deprived	Hindu	75	25.00
		Christian	52	17.33
		Muslim	23	7.67
Total			300	100.00

**Table: 3.6****4. Nature of school wise distribution of sample**

<b>Sl.No</b>	<b>Samples</b>	<b>Nature of school</b>	<b>count</b>	<b>percentage</b>
1.	Normal family reared	Boys	21	7.00
		Girls	45	15.00
		Co-education	84	28.00
2.	Institutionalized deprived	Boys	28	9.33
		Girls	9	3.00
		Co-education	113	37.67
Total			300	100.00



**Table: 3.7****5. Type of management wise distribution of sample:**

<b>Sl.No</b>	<b>Samples</b>	<b>Typeof management</b>	<b>count</b>	<b>percentage</b>
1.	Normal family reared	Government	49	16.33
		Private	51	17.00
		Aided	50	16.67
2.	Institutionalized deprived.	Government	49	16.33
		Private	50	16.67
		Aided	51	17.00
Total			300	100.00

**ADMINISTRATION OF THE TOOLS**

For administration of the tool, the investigator visited different high schools and different destitute homes in Kanyakumari district. Before administrating the tool, the investigator clearly explained the purpose of the study and the tools concerned. Though adequate instructions were given while answering investigator read the questions to the students and explained how they should mark their opinion.

**STATISTICAL TECHNIQUES USED:**

For the study the investigator used the following statistical techniques.

- 1. Percentage**
- 2. Arithmetic mean**
- 3. Standard deviation**
- 4. 't' test**

## 5. ANOVA

## 6. Co-efficient of correlation (Pearson's product moment method)

### 1. Percentage

Percentage is used in the comparative study of fractions. It always means per hundred and hence it is always calculated on 100.

### 2. Arithmetic mean

The arithmetic mean is the best known measure of central tendency. It may be defined as the sum of the separate scores or other measures divided by their number.

It is denoted by  $\bar{X}$ .

The investigator used the following formula for calculating.

$$\bar{X} = A + \frac{\sum fd}{N} \times c$$

A = Assumed mean

F = Frequency of each class interval

D = Deviation of series from the assumed mean

N = Total frequency

C = Class interval

### 2. Standard Deviation

The square root of average of squares of all frequency distribution is the standard deviation. The investigator used following formula to calculate standard deviation. It is denoted by a symbol  $\sigma$ .

$$\text{Standard Deviation } \sigma = \sqrt{\frac{\sum fd^2}{N} - \left(\frac{\sum fd}{N}\right)^2} \times C$$

Where,

$\sigma$	=	Standard deviation
$C$	=	Class Interval
$d$	=	Deviation of scores from the assumed mean.
$d^2$	=	square of deviation of score from the assumed mean
$f$	=	Frequency of each class.
$N$	=	Total frequency

### 3.t' test

The test that can be employed to test the significance of difference between the sample mean is known as 't' test. The investigator used following formula for calculating the t' test.

$$t = \frac{M_1 - M_2}{\sqrt{\frac{\sigma_1^2}{N_1} + \frac{\sigma_2^2}{N_2}}}$$

Where,	$M_1$	=	Mean of the first sample
	$M_2$	=	Mean of the second sample
	$\sigma_1$	=	Standard deviation of the first sample
	$\sigma_2$	=	Standard deviation of the second sample
	$N_1$	=	Total number of frequency of first sample
	$N_2$	=	Total number of frequency of second sample

#### 4. ANOVA (Analysis of variance):

To find out whether is any significant difference between the mean of two random sample we use the 't ' test. The analysis of variance rather that with standard deviation and standard error. The investigator has used the following formula for calculating the ANOVA.

$$F = \frac{\text{Mean Square variance between groups}}{\text{Mean Square variance within groups}}$$

#### 5. Coefficient Of Correlation

Coefficient of correlation is the term used to refer to an underlying relation between any two or more variables.

Product moment correlation,

$$r = \frac{N (\sum XY) - (\sum X) (\sum Y)}{\sqrt{\left[ N \sum X^2 - (\sum X)^2 \times N \sum Y^2 - (\sum Y)^2 \right]}}$$

Where,

- r = The Pearson's Product moment correlation
- N = Total Number of pairs of X and Y
- X = Raw score on the X - variable
- Y = Raw score on the Y - variable

### **Delimitations of the study**

The main delimitation of the study is,

- i. The investigator used only 300 students as sample for the present study.
- ii. The investigator included only four dimensions of social skills for collecting data, other social skills like problem solving, decision making skills are not included.
- iii. The investigator was not able to cover all the schools in Kanyakumari district due to lack of time.

## **CHAPTER- IV**

### **ANALYSIS AND INTERPRETATION OF DATA**

❖ ***INTRODUCTION***

❖ ***STEPS IN ANALYSIS AND INTERPRETATION***

Analysis and interpretation are the basic components of research process. By analysis we mean studying the tabulated material in order to determine inherent facts or meanings. It involves breaking down existing complex factors into simpler parts and putting the parts together in new arrangements for the purposes of interpretation. The usefulness and utility of research findings lie in proper interpretation.

According to Prof. Wilkinso and Bhandarker “Analysis of data involves a number of closely related operations that are performed with the purpose of summarizing the collected data and organizing these in such a manner that they will yield answer to the research questions or suggest hypothesis or questions if no such questions or hypothesis had initiated the study”. Some scholars are of the opinion, that processing of data is done under analysis of data.

The interpretation aims at the critical examination of the results in the light of the previous studies. This chapter intended to analyze the problem on personality pattern and social skills of institutionalized deprived and normal family-reared high school students.

The response of 300 high school students in which 150 from institutionalized deprived and 150 from normal family-reared are analyzed in the present study. The data collected from 300 high school students were subjected to different types of statistical treatment like mean, standard deviations 't' test ,ANOVA ,Pearson's product moment method.

The details of the analysis are given in the succeeding pages under appropriate headings.

**Table 4.1**

**Comparison of mean scores of personality patterns based on Total sample.**

<b>Personality patterns</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal Family-reared</b>	<b>126.81</b>	<b>13.72</b>	<b>150</b>	<b>2.28</b>	<b>0.023</b>	<b>0.05</b>
<b>Institutionalized deprived</b>	<b>131.29</b>	<b>19.77</b>	<b>150</b>			

The calculated value ('t'2.28, p<0.05) is significant at 0.05 level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared students on their total sample." is rejected.



**Table 4.2****Comparison of mean scores of personality patterns based on Gender**

<b>Male</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>125.77</b>	<b>13.51</b>	<b>74</b>	<b>1.65</b>	<b>0.101</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>130.12</b>	<b>18.40</b>	<b>75</b>			

The calculated value ('t' 165,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Male students" is accepted.

<b>Female</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>127.83</b>	<b>13.93</b>	<b>76</b>	<b>1.58</b>	<b>0.114</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>132.45</b>	<b>21.12</b>	<b>75</b>			

The calculated value ('t' 1.58,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Female students" is accepted

Table 4.3

**Comparison of mean scores of personality patterns based on Locale.**

<b>Rural</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>122.89</b>	<b>12.04</b>	<b>76</b>	<b>3.53</b>	<b>0.000</b>	<b>0.01</b>
<b>Institutionalized deprived</b>	<b>132.14</b>	<b>19.42</b>	<b>76</b>			

The calculated value ('t' 3.53,  $p < 0.01$ ) is significant at 0.01 level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Rural students" is rejected.

<b>Urban</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>130.84</b>	<b>14.24</b>	<b>74</b>	<b>0.15</b>	<b>0.881</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>130.41</b>	<b>20.23</b>	<b>74</b>			

The calculated value ('t' 0.15,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Urban students" is accepted

**Table 4.4****Comparison of mean scores of personality patterns based on Religion.**

<b>Hindu</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>123.63</b>	<b>11.16</b>	<b>71</b>	<b>2.70</b>	<b>0.007</b>	<b>0.01</b>
<b>Institutionalized deprived</b>	<b>130.83</b>	<b>20.02</b>	<b>75</b>			

The calculated value ('t' 2.70,  $p < 0.01$ ) is significant at 0.01 level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Hindu students" is rejected.

<b>Christian</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>124.75</b>	<b>12.79</b>	<b>59</b>	<b>1.28</b>	<b>0.201</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>128.35</b>	<b>16.3</b>	<b>52</b>			

The calculated value ('t' 1.28,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Christian students" is accepted.

<b>Muslim</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>144.20</b>	<b>12.17</b>	<b>20</b>	<b>0.83</b>	<b>0.408</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>139.43</b>	<b>24.36</b>	<b>23</b>			

The calculated value ( $t=0.83$ ,  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Muslim students” is accepted.

**Table 4.5**

**Comparison of mean scores of personality patterns based on Nature of school.**

<b>Boys</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>121.05</b>	<b>10.17</b>	<b>21</b>	<b>2.10</b>	<b>0.037</b>	<b>0.05</b>
<b>Institutionalized deprived</b>	<b>129.36</b>	<b>17.35</b>	<b>28</b>			

The calculated value ( $t=2.10$ ,  $p<0.05$ ) is significant at 0.05 level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Boys school students” is rejected

<b>Girls</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>131.20</b>	<b>14.03</b>	<b>45</b>	<b>0.12</b>	<b>0.902</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>130.56</b>	<b>14.33</b>	<b>9</b>			

The calculated value ( $t=0.12$ ,  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared girls’ school students” is accepted).

<b>Co-Education</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>P</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>125.9</b>	<b>13.75</b>	<b>84</b>	<b>2.40</b>	<b>0.017</b>	<b>0.05</b>
<b>Institutionalized deprived</b>	<b>131.82</b>	<b>20.78</b>	<b>113</b>			

The calculated value ( $t=2.40$ ,  $p<0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Co-Education school students” is rejected.

Table 4.6

**Comparison of mean scores of personality patterns based on Nature of school.**

<b>Government</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>126.96</b>	<b>16.52</b>	<b>49</b>	<b>0.55</b>	<b>0.586</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>129.00</b>	<b>20.30</b>	<b>49</b>			

The calculated value ('t' 0.55,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Government school students" is accepted.

<b>Private</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>128.69</b>	<b>12.85</b>	<b>51</b>	<b>2.58</b>	<b>0.010</b>	<b>0.01</b>
<b>01 Institutionalized deprived</b>	<b>137.84</b>	<b>21.66</b>	<b>50</b>			

The calculated value ('t' 0.55,  $p < 0.01$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of

personality patterns of institutionalized deprived and normal family-reared private school students” is rejected.

<b>Aided</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>124.76</b>	<b>11.34</b>	<b>50</b>	<b>0.85</b>	<b>0.397</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>127.06</b>	<b>15.6</b>	<b>51</b>			

The calculated value ( $t' 0.85, p > 0.05$ ) is no significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared Aided school students” is accepted.

#### **Analysis and interpretation of social skills.**

**Table 4.7**

**Comparison of mean scores of social skills based on Total sample.**

<b>social skills</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>51.99</b>	<b>8.22</b>	<b>150.</b>	<b>1.34</b>	<b>0.180</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>50.61</b>	<b>9.53</b>	<b>150</b>			

The calculated value ( $t=1.34$ ,  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared students on their total sample.” is accepted.

**Table 4.8**

**Comparison of mean scores of social skills based on Gender.**

<b>Male</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>51.09</b>	<b>8.28</b>	<b>74</b>	<b>0.64</b>	<b>0.524</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>51.99</b>	<b>8.92</b>	<b>75</b>			

The calculated value ( $t=0.64$ ,  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared male students” is accepted.



<b>Female</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>52.09</b>	<b>5.13</b>	<b>76</b>	<b>2.44</b>	<b>0.015</b>	<b>0.05</b>
<b>Institutionalized deprived</b>	<b>49.24</b>	<b>9.97</b>	<b>75</b>			

The calculated value ('t' 2.44,  $p < 0.05$ ) is significant at 0.05 level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared female students" is rejected.

**Table 4.9**

**Comparison of mean scores of social skills based on Locale.**

<b>Rural</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>52.17</b>	<b>8.12</b>	<b>76</b>	<b>1.08</b>	<b>0.281</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>50.61</b>	<b>9.61</b>	<b>76</b>			

The calculated value ('t' 1.08,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared rural students" is accepted.

<b>Urban</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>51.80</b>	<b>8.38</b>	<b>74</b>	<b>0.80</b>	<b>0.424</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>50.62</b>	<b>9.52</b>	<b>74</b>			

he calculated value ('t' 0.80,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared urban students" is accepted.

**Table 4.10**

**Comparison of mean scores of personality patterns based on Religion.**

<b>Hindu</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>50.76</b>	<b>8.18</b>	<b>71</b>	<b>0.77</b>	<b>0.442</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>49.67</b>	<b>8.91</b>	<b>75</b>			

The calculated value ('t' 0.77,  $p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, "There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared Hindu students" is accepted.

<b>Christian</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>51.64</b>	<b>8.42</b>	<b>59</b>	<b>0.44</b>	<b>0.658</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>52.35</b>	<b>8.43</b>	<b>52</b>			

The calculated value ( $t=0.44$ ,  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of social skills institutionalized deprived and normal family-reared Christian students” is accepted.

<b>Muslim</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>57.35</b>	<b>5.57</b>	<b>20</b>	<b>2.52</b>	<b>0.012</b>	<b>0.05</b>
<b>Institutionalized deprived</b>	<b>49.78</b>	<b>13.13</b>	<b>23</b>			

The calculated value ( $t=2.52$ ,  $p<0.05$ ) is significant at 0.05 level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared Muslim students” is rejected.

**Table 4.11**

**Comparison of mean scores of personality patterns based on Nature of school.**

<b>Boys</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>45.9</b>	<b>7.14</b>	<b>21</b>	<b>3.03</b>	<b>0.003</b>	<b>0.01</b>
<b>Institutionalized deprived</b>	<b>52.96</b>	<b>9.17</b>	<b>28</b>			

The calculated value ( $t'3.03, p<0.01$ ) is significant at 0.01 level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared Boys school students” is rejected.

<b>Girls</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>52.76</b>	<b>7.44</b>	<b>45</b>	<b>1.39</b>	<b>0.164</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>49.11</b>	<b>7.11</b>	<b>9</b>			

The calculated value ( $t' 1.39 p>0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared Girls school students” is accepted.

<b>Co-Education</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>53.1</b>	<b>8.3</b>	<b>84</b>	<b>2.29</b>	<b>0.023</b>	<b>0.05</b>
<b>Institutionalized deprived</b>	<b>50.15</b>	<b>9.76</b>	<b>113</b>			

The calculated value ( $t=2.29$ ,  $p<0.05$ ) is significant at 0.05 level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared Co-Education school students” is rejected.

**Table 4.12**

**Comparison of mean scores of social skills based on Nature of school.**

<b>Government</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>54.02</b>	<b>8.21</b>	<b>49</b>	<b>0.89</b>	<b>0.372</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>52.49</b>	<b>8.71</b>	<b>49</b>			

The calculated value ( $t=0.89$ ,  $p>0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of

social skills of institutionalized deprived and normal family-reared Government school students” is accepted.

<b>Private</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>51.82</b>	<b>7.58</b>	<b>51</b>	<b>2.90</b>	<b>0.004</b>	<b>0.01</b>
<b>01Institutionalized deprived</b>	<b>46.40</b>	<b>10.86</b>	<b>50</b>			

The calculated value ( $t' 2.90, p < 0.01$ ) is significant at 0.01 level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared Private school students” is rejected.

<b>Aided</b>	<b>Mean</b>	<b>SD</b>	<b>N</b>	<b>t</b>	<b>p</b>	<b>Level of significance</b>
<b>Normal family-reared</b>	<b>50.16</b>	<b>8.57</b>	<b>50</b>	<b>1.74</b>	<b>0.083</b>	<b>NS</b>
<b>Institutionalized deprived</b>	<b>52.94</b>	<b>7.45</b>	<b>51</b>			

The calculated value ( $t' 1.74, p > 0.05$ ) is not significant at any level. Therefore the null hypothesis, “There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family-reared Aided school students” is accepted).

## Correlation technique

Correlation is the degree of the relationship between the paired scores. A coefficient of correlation ( $r$ ) is a single number that tells us to what extent two variables are variable go with variations of other variable.

According to Garret (1969) the interpretation of ' $r$ ' is stated as below.

Values of ' $r$ '	Verbal Description
0	Zero relationship (n) absolutely no relation
$\pm 0.000$ to $\pm 0.20$	Slight or Negligible relationship
$\pm 0.21$ to $\pm 0.40$	Low correlation
$\pm 0.41$ to $\pm 0.60$	Moderate (or) substantial relationship
$\pm 0.61$ to $0.80$	High relationship
$\pm 0.81$ to $0.99$	Very High relationship
$\pm 1$	Perfect correlation

## Correlation Analysis

**Null Hypothesis:** There exists no significant correlation between personality patterns and social skills of Institutionalized deprived and normal family-reared high school students with respect to their total sample and sub sample.

**Table 4.13**

Pearson's correlation between personality patterns and social skills of Institutionalized deprived high school students based on background characteristics.

Background characteristics		Pearson correlation	<i>p</i>	Remark
Total		-0.104	0.205	NS
Gender	Male	-0.033	0.779	NS
	Female	-0.146	0.211	NS
Locale	Rural	-0.154	0.184	NS
	Urban	-0.054	0.648	NS
Religion	Hindu	-0.102	0.384	NS
	Christian	-0.184	0.192	NS
	Muslim	0.016	0.942	NS
Nature of School	Boys	0.116	0.557	NS
	Girls	0.135	0.729	NS
	Co-education	-0.149	0.115	NS
Type management	Government	-0.128	0.381	NS
	Aided	0.011	0.939	NS
	Private	0.018	0.901	NS



**Table 4.14**

Pearson's correlation between personality patterns and social skills of normal family-reared high school students based on background variables.

Background characteristics		Pearson correlation	<i>p</i>	Remark
Total		0.033	0.688	NS
Gender	Male	0.146	0.215	NS
	Female	-0.090	0.439	NS
Locale	Rural	-0.096	0.409	NS
	Urban	0.158	0.179	NS
Religion	Hindu	-0.124	0.303	NS
	Christian	-0.153	0.247	NS
	Muslim	0.093	0.697	NS
Nature of school	Boys	-0.113	0.626	NS
	Girls	0.011	0.943	NS
	Co-education	-0.014	0.899	NS
Type of management	Government	0.055	0.707	NS
	Aided	0.014	0.923	NS
	Private	-0.011	0.939	NS

**Based on the above table following findings are derived:**

- i. The correlation co-efficient between personality patterns and social skills of Institutionalized deprived is (0.033) which is not significant .Hence the hypothesis “ There exists no significant correlation between the personality patterns and social skills of institutionalized deprived and normal family-reared high school students based on their total sample” is accepted.
- ii. The correlation co-efficient between personality patterns and social skills of Normal family-reared is (- 0.104) which is not significant. Hence the hypothesis “There exists no significant correlation between the personality patterns and social skills of institutionalized deprived and normal family-reared high school students based on their total sample” is accepted.
- iii. There exists no significant correlation between the personality patterns and social skills of institutionalized deprived and normal family-reared high school students on their sub sample namely Gender,Locale,Religion,Nature of schools and Type of management.
- iv. The correlation between personality patterns and social skills of normal family-reared students for the sub samples namely on Gender- (Male), Locale- (Urban), Religion-(Muslim), Nature of schools (Girls), Types of management– (Government and Aided)” has positive correlation.

- v. The correlation between personality patterns and social skills of Institutionalized deprived for the sub samples namely, Gender- (Female), Locale- (Rural), Religion-(Hindu and Christian), Nature of schools - (Boys and Co-Education), and Type of management – (Private)” has negative correlation.
- vi. From the above value the calculated ‘r’ value has no significant and all the calculated ‘r’ values lies between ( $\pm 0.000$  to  $\pm 0.20$ ), So they have slight or negligible relationship between personality patterns and social skills of institutionalized deprived and normal family-reared high school students.

#### **Tenability of hypothesis**

- vii. The hypothesis, “There exists no significant difference in the mean scores of personality patterns of Institutionalized deprived and Normal family-reared high school students based on Gender- (Male), Locale- (Urban), Religion- (Christian and Muslim), Nature of schools -( Girls), Types of schools – (Government and Aided)” is accepted.
- viii. The hypothesis, “There exists no significant difference in the mean scores of personality patterns of Institutionalized deprived and Normal family-reared high school students based on Total sample, Gender- (Female), Locale- (Rural), Religion-(Hindu), Nature of schools -(Boys and Co-Education), Types of schools – (Private)” is rejected.

- ix. The hypothesis, “There exists no significant difference in the mean scores of social skills of Institutionalized deprived and Normal family-reared high school students based on Total sample ,Gender- (Male),Locale- (Rural and Urban), Religion-(Hindu and Christian), Nature of schools -( Girls), Types of schools – (Government and Aided)” is accepted.
  
- x. The hypothesis, “There exists no significant difference in the mean scores of social skills of Institutionalized deprived and Normal family-reared high school students based on Gender- (Female), Religion-(Muslim), Nature of schools -(Boys and Co-Education), Types of schools – (Private)” is rejected.
  
- xi. The hypothesis, “There exists no significant correlation between the personality patterns and social skills of institutionalized deprived and normal family-reared high school students with respect to their total sample and sub sample” is accepted.

## **CHAPTER –V**

### **SUMMARY, FINDINGS, CONCLUSION, IMPLICATIONS AND SUGGESTION**

❖ *RESUME OF THE STUDY*

❖ *MAJOR FINDINGS OF THE STUDY*

❖ *CONCLUSION*

❖ *EDUCATIONAL IMPLICATIONS*

❖ *SUGGESIONS FOR FURTHER RESEARCH*

## **5.1 RESUME OF THE STUDY**

The present study was undertaken to assess the Personality patterns and Social skills of Institutionalized deprived and Normal family-reared high school students in Kanyakumari district. The sample compressed of 150 Institutionalized deprived students and 150 Normal family-reared students.

Here the investigator used normative survey method. The technique used for selecting sample was random sampling method. The tools used for the collection of data are General data sheet, Personality Inventory and Social skills Scale.

The data were subjected to statistical analysis like mean, standard deviation, test of significance ('t' test), and Pearson product moment method.

### **Objectives of the present study**

- i. To construct and validate a tool to check the social skills of high school students.
- ii. To compare the mean scores of personality patterns of institutionalized deprived and normal family –reared high school students with respect to the background variables namely Gender, Locale, Religion, Nature of schools and Type of management.
- iii. To compare the mean scores of social skills of institutionalized deprived and normal family- reared high school students with respect to the background variables namely Gender, locale, Religion, Nature of schools and Type of management.
- iv. To study the correlation between personality patterns and social skills of institutionalized deprived and normal family- reared high school students with respect to the total sample and sub sample.

### **Null hypothesis framed**

On the basis of the objectives the following hypotheses have formulated for the present study.

- i. There exists no significant difference in the mean scores of personality patterns of institutionalized deprived and normal family-reared children with respect to the background variables namely Gender, Locale, Religion, Nature of schools and Type of management.

- ii. There exists no significant difference in the mean scores of social skills of institutionalized deprived and normal family reared children with respect to the background variables namely Gender, Locale, Religion, Nature of schools and Type of management.
- iii. There exists no significant correlation between personality patterns and social skills of institutionalized deprived and normal family-reared high school students with respect to the total sample and sub sample.

## **5.2 MAJOR FINDINGS OF THE STUDY**

1. There existed significant difference between institutionalized deprived and normal family-reared aided high school students in their mean scores on personality patterns. ('t'2.28,p<0.05)
2. There existed no significant difference between institutionalized deprived and normal family-reared private high school students in their mean scores on social skills. ('t'1.34,p>0.05)
3. There existed no significant difference between institutionalized deprived and normal family-reared male high school students in their mean scores on personality pattern. ('t'1.65,p>0.05)
4. There existed no significant difference between institutionalized deprived and normal family-reared female high school students in their mean scores on personality patterns. ('t'1.58,p>0.05)
5. There existed no significant difference between institutionalized deprived and normal family-reared male high school students in their mean scores on social skills ('t'0.64,p>0.05)



6. There existed significant difference between institutionalized deprived and normal family-reared female high school students in their mean scores on social skills. ('t'2.44,p<0.05)
7. There existed significant difference between institutionalized deprived and normal family-reared rural high school students in their mean scores on personality patterns. ('t'3.53,p<0.01)
8. There existed no significant difference between institutionalized deprived and normal family-reared urban high school students in their mean scores on personality patterns.('t'0.15,p>0.05)
9. There existed no significant difference between institutionalized deprived and normal family-reared rural high school students in their mean scores on social skills. ('t'1.08,p>0.05)
10. There existed no significant difference between institutionalized deprived and normal family-reared urban high school students in their mean scores on social skills. ('t'0.80, p>0.05)
11. There existed significant difference between institutionalized deprived and normal family-reared high school students in their mean scores on personality patterns based on their religion -Hindu. ('t'2.70,p<0.01)
12. There existed no significant difference between institutionalized deprived and normal family-reared high school students in their mean scores on personality patterns based on the religion- Christian.('t'0.15,p>0.05)

13. There existed no significant difference between institutionalized deprived and normal family-reared high school students in their mean scores on personality patterns based on the religion -Muslim. ('t'0.83, p>0.05)
14. There existed no significant difference between institutionalized deprived and normal family-reared high school students in their mean scores on social skills based on the religion -Hindu. ('t'0.77, p>0.05)
15. There existed no significant difference between institutionalized deprived and normal family-reared high school students in their mean scores on social skills based on their religion- Christian. ('t'0.44, p>0.05)
16. There existed significant difference between institutionalized deprived and normal family-reared high school students in their mean scores on social skills based on the religion- Muslim. ('t'2.52, p<0.05)
17. There existed significant difference between institutionalized deprived and normal family-reared Boys school students in their mean scores on personality patterns. ('t'2.10, p<0.05)
18. There existed no significant difference between institutionalized deprived and normal family-reared Girls school students in their mean scores on personality patterns. ('t'0.12, p>0.05)
19. There existed significant difference between institutionalized deprived and normal family-reared Co-Education school students in their mean scores on personality patterns. ('t'0.83, p<0.05)

20. There existed significant difference between institutionalized deprived and normal family-reared Boys school students in their mean scores on social skills. ('t'3.03,p<0.01)
21. There existed no significant difference between institutionalized deprived and normal family-reared Girls school students in their mean scores on social skills. ('t'1.39, p>0.05)
22. There existed significant difference between institutionalized deprived and normal family-reared Co-Education school students in their mean scores on social skills. ('t'2.29, p<0.05)
23. There existed no significant difference between institutionalized deprived and normal family-reared Government school students in their mean scores on personality patterns. ('t'0.55, p>0.05)
24. There existed significant difference between institutionalized deprived and normal family-reared aided school students in their mean scores on personality patterns.('t'0.88,p<0.01)
25. There existed significant difference between institutionalized deprived and normal family-reared private school students in their mean scores on personality patterns.('t'2.58,p<0.05)
26. There existed no significant difference between institutionalized deprived and normal family-reared Government school students in their mean scores on social skills. ('t'0.89, p>0.05)

27. There existed significant difference between institutionalized deprived and normal family-reared aided school students in their mean scores on social skills. ('t'2.90,p<0.01)
28. There existed no significant difference between institutionalized deprived and normal family-reared private school students in their mean scores on social skills. ('t'1.74, p>0.05)
29. There existed no significant correlation between institutionalized deprived and normal family-reared high school students in their personality patterns and social skills with respect to the total sample and subsample.

### **5.3 CONCLUSION**

The personality and social skills of institutionalized deprived students were found highly distorted. They possessed more negative personality and social skill characteristics.

The mean scores of institutionalized deprived students were more than the normal subjects. The destitute students have less interpersonal skill, less independent and less dominant than the normal subjects. This may be because they are deprived of their Psychological needs such as love and affection.

There was an imbalanced correlation between personality pattern and social skills among institutionalized deprived children. Hence there should be an imperative need to enhance their social skills. Concerned destitute homes should take proper step to develop personality patterns and social skills among the deprived students.

#### 5.4 EDUCATIONAL IMPLICATION

The result of this investigation has highlighted certain implication for reaching application for researchers, practitioners of education and counselors. Some of these are listed below.

- i. The study revealed that the institutionalized deprived students need proper guidance and counseling for their development.
- ii. Psychologically these children need love, security, praise and recognition. Being deprived of family protection, these children are compelled to live under suppressed conditions. For wholesome healthy personality and social skills development they need encouragement and proper reinforcement from the custodians. Present study shall be an eye open for the authorities who are in-charge of these destitute homes.
- iii. Based on the study, it is highly imperative that the superintendents of destitute homes should be oriented to present themselves in the image of parents; they should be made to feel that they are not administrative heads but they are the responsible of children's total development.
- iv. Destitute home authorities should give more attention to the students in destitute homes and provide lot of activities, group work should be provided to develop their personality patterns and social skills.

- v. Provide stress free environment to institutionalized deprived students for proper learning.

This study has brought to light a vivid picture about the role of family and destitute homes in development of personality patterns and social skills among high school students.

### **5.5 SUGGESTIONS FOR FURTHER RESEARCHERS**

Given below are some of the areas where further investigations are contemplated.

- i. The present study is confirmed only to the subjects of Kanyakumari district. Further study can include other district.
- ii. The study did not include cognitive variables like intelligence and achievement. Further study with these variables can also be attempted.
- iii. Further research on the destitute homes can be made by including the biographical and social conditions of the subjects and duration of stay in institutionalized homes.
- iv. The investigator has not attempted to find out the interrelationships between different components of personality. This can be carried out for further studies.

- v. Studies including variables like mental health status, Locus of control and Adjustment of institutionalized deprived children can also undertake by the researchers of future.
  
- vi. The present investigation is conducted only on high school students; it can be extend to all other levels of Education.

Even though the present investigation has many limitations, it is the investigator's anticipation and earnest hope that the study shall serve as a guideline for further investigators, authorities who take care of destitute children and counselors.

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# APPENDICES



## APPENDIX-A

**N.V.K.S.D. COLLEGE OF EDUCATION, ATTOOR**

**KANYAKUMARI DISTRICT**

**GENERAL DATA SHEET**

**2013-2014**

Kindly give the details as required. The information provided by you will be kept confidential and will be used only for research purpose.

Name of the student

khzth; ngah; :

Class/ tFg;G :

Sex/ ghypdk; : Male/ Mz; Female/ ngz;

Religion/ kjk; : Hindu/Christian/Muslim

Nature of the school : Boys/Girls/Co Education

gs;spapd; juk; :Mz;/ngz;/;,Ughyh;

Location of the school : Rural/Urban

gs;spapd; miktplk; : fpuhkk;/efuk;

Type of management : Government/Private/Aided

gs;spapd; eph;thfk; :muR/jdpahh;/muR cjtp ngWk;gs;sp

# APPENDIX-B

N.V.K.S.D COLLEGE OF EDUCATION

ATTOOR

KANYAKUMARI DISTRICT

Personality Inventory

By

M. Rajandran & Mr.C.Bright (2012)

Fwpg;G:

fpNo nfhLf;fg;gl;Ls;s jfty;fs; midj;ijAk; ftdkhf thrpAq;fs;, fpNo  
nfhLf;fg;gl;Ls;s jfty;fs; midj;Jk; ek; tho;f;ifapy; md;whlk; epfo\$baJ. jaT  
\$h;e;J cq;fsJ fUj;Jf;fis tpdhf;Fhpa ,lq;fspy; gjpT nra;a cq;fSila  
tpdhjhspy; %d;W gFjpf; nfhLf;fg;gl;Ls;sJ.

M vd;gJ : Mk;

rpNe vd;gJ : rpy Neuk;

, vd;gJ : ,y;iy

(jaT \$h;e;J Fwpg;NgL kw;Wk; tpdhj;jhis jpUg;gp juTk;)

## SECTION-A

1	ehd; jdpahf Ntiy nra;a tpUk;GfpNwd; mjd; %yk; vd; Ntiyiar; nra;a KbfpwJ.	M	rpNe	,
2	GpwUld; xUq;fpize;J nra;Ak; Ntiy tPzhfpwJ.	M	rpNe	,
3	vd; ez;gh;fSld;; vdf;Fk; Ntiy ,y;iy vd;why; ehd; mth;fisr; re;jpf;fkhl;Nld;.	M	rpNe	,
4	jpUtpoh kw;Wk; epfo;r;rpfSf;F ehd; vd; ez;gh;fSld; nry;Ntd;.	M	rpNe	,
5	ehd; vd; ez;gh;fspd; ,d;g-Jd;gq;fspy; jtwhJ gq;Fmfhs;Ntd;.	M	rpNe	,
6	tFg;giwapy; vd; ez;gh;fs; vd; mUfpy; mkUk; tiu ehd;	M	rpNe	,

	kfpo;r;rp miltjpy;iy..			
7	ehd; kw;wth;fspd; jtWfisir; Rl;bfhl;l; jaq;fkhl;Nld;.	M	rpNe	,
8	Gpwh;fSila jtW kw;Wk; gytPd;fisj; njhpe;J nfhz;;l;gpwF jhd; ehd; vd;Dila Ntiyia vd; tpUg;gg;gbr; nra;Ntd;.	M	rpNe	,
9	Gjpa ,lq;fspy; mwpKfk; ,y;yhj ez;gh;fis ez;gh;fshf;FtJ vd;Dila gof;fkhFk;.	M	rpNe	,
10	ehd; vd; ez;gh;fis mbf;fbr; re;jpj;jhYk; mth;fs; \$Wk; fUj;Jf;fis Vw;W nfhs;skhl;Nld;.	M	rpNe	,

## SECTION-B

1	ehd; nrhe;;j tpraq;fisg; gpwhplk; mbf;fb gfph;e;J nfhs;Ntd;.	M	rpNe	,
2	mbf;fb ehd; jdpahf mkh;e;J gbg;Ngd;.	M	rpNe	,
3	ez;gh;fSld; ,ize;J gbg;gijtpl jdp miwapy; thndhyp Nfl;Lf; nfhz;L gbg;gJ ndf;F kfpo;r;rp mspf;fpwJ.	M	rpNe	,
4	vd;Dila re;Njff; Fzj;jpdhy; vdf;F kpff; Fiwe;j ez;gh;fNs ,Uf;fpd;wdh;.	M	rpNe	,
5	vdf;F mwpKfk; ,y;yhj egh;fs; Kykhf vd; Ntiyia vspjhf; nra;J Kbf;fpd;Nwd;.	M	rpNe	,
6	ehd; vd;Dila ,ufrpaq;fisg; gpwhplk; \$WNtd;.	M	rpNe	,
7	Gs;sp fiyepfo;r;rpfs;py; ehd; gq;Nfw;Fk;NghJ kpFTk; kfpo;r;rp milfpNwd;.	M	rpNe	,
8	rKjhaj;jpy; epfOk; ,d;g-Jd;gq;fspy; ehd; ;gq;Nfw;gjpy;iy Vnddpy; mit ,e;j cyfpy; mbf;fb epfo;fpd;wd.	M	rpNe	,
9	fle;jfhy epfo;r;rpfis epidf;Fk;NghJ ehd; kpFTk; ftiyg;gLfpNwd;.	M	rpNe	,
10	vg;NghJk; ehd; gazk; nra;jhYk; gy gazpfs; vd;Dila ez;gh;fshfp tpLfpd;wdh;.	M	rpNe	,

## SECTION-C

1	ehd; vd;id nray; jpwik kpf;ftdhf/ kpf;ftshf fUJfpNwd;.	M	rpNe	,
2	vd;Dila ez;gh;fs; vd;dplk; Neh;ikahf ,Uf;f Ntz;Lk; vd;W tpUk;GfpNwd;.	M	rpNe	,
3	vijAk; ehd; jpwikAld; nra;fpNwd;.	M	rpNe	,
4	ehd; vd;id kpFe;j mwpthw;wy; epiwe;jtdhf/ epiwe;jtshf fUJfpNwd;.	M	rpNe	,
5	ehd; vd; NtiyiaAk; jpwikiaAk; ek;GfpNwd;.	M	rpNe	,
6	vd;Ds; ,Uf;fk; gy;NtW jpwikfshy; vdJ gpur;ridfis ehNd jPh;j;Jf; nfhs;fpNwd;.	M	rpNe	,
7	ehd; vd;Dila nrhe;j tpUg;gj;jpw;Nfw;g Ntiy nra;fpNwd;.	M	rpNe	,
8	ehd; vd;Dila gpur;ridiag; gw;wp mjpfkhfr; rpe;jid nra;fpNwd;.	M	rpNe	,
9	vd;dplk; vy;yhj; jpwikfSk; ,Ug;gjhf vd; ez;gh;fs; ek;Gfpd;wdh;.	M	rpNe	,
10	vd;dhy; vy;yhtw;iwAk; nra;a KbAk;.	M	rpNe	,

## SECTION –D

1	ehd; epfo;fhyj;jpw;F Kf;fpaf;Jtk; nfhLf;fpNwd; vjph;;fhyj;ijg; gw;wpr; rpe;jpg;gjpy;iy;.	M	rpNe	,
2	gpwUila Nfhgj;ijg; gw;wp ehd; ftiyg;glkhl;Nld;.	M	rpNe	,
3	vy;NyhUk; vd;idAk; vd; NtiyiaAk; Gfo;fpd;wdh;.	M	rpNe	,
4	ehd; gpbthj Fzk; cs;std;/cs;sts;.	M	rpNe	,
5	vd;Dila ez;gh;fs; vd;idg; ngUikahff; fUJfpd;wdh;.	M	rpNe	,
6	ehd; vd;Dila Gwj;Njw;wj;jpd; Kyk; vspjpy; nry;thf;F ngWfpNwd;.	M	rpNe	,
7	gpwUila gpur;ridfSf;F jPh;T fhz;gjpy; ehd; kpfTk; jpwikrhyp.	M	rpNe	,
8	ehd; vd; ngw;NwhUf;F kjpg;G nfhLf;fpNwd;.	M	rpNe	,
9	kw;wth;fspk; vijAk; Nfl;gjw;F Kd;dhy; ehd; vd;Dila Ntiyia	M	rpNe	,

	Kbj;J tpl;Nldh? ,y;iyah? vd;W gh;g;Ngd;.			
10	ehd; nghpa gzf;fhudhf ,Uf;Fk; Ntiyfisr; nra;a tpUk;GfpNwd;.	M	rpNe	,

## SECTION-E

1	vd;Dila Njhw;wNk jtW vd vd; ez;gh;fs; fUJfpd;wdh;.	M	rpNe	,
2	vd; ez;gh;fs; vdf;F vjpuhf ,Uf;f\$lhnd;W tpUk;GfpNwd;.	M	rpNe	,
3	vd;Dila Rghtk; kw;Wk; eltb;f;if MrphpaUf;F vhpr;riy; jUfpwJ.	M	rpNe	,
4	rpW tpraj;jpy; \$l ehd; Nfhgk; milfpNwd;.	M	rpNe	,
5	vd;Dila Rghtj;ij fz;L vd; ez;gh;fs; nghwhikgLfpd;wdh;.	M	rpNe	,
6	vd;Dila ,aw;ifahd Rghtj;jhy; mjpg ez;gh;fis cUthf;f Kbahnjd;W vdf;F njhpAk;.	M	rpNe	,
7	kw;wth;fs; vd;d nrhd;dhYk; mijg;gw;wp ehd; ftiyg;gLtjpy;iy.	M	rpNe	,
8	vd;Dila nghUl;fs; rhpahf ,y;yhj nghOJ vdJ eltb;f;if khWfpwJ.	M	rpNe	,
9	rpy nray;fs; vd;Dila Rghtj;jpw;F vjpuhf ,Ug;gJ njhpAknghOJ mij nghWj;J nfhs;fpNwd;.	M	rpNe	,
10	nghJthf vd;Dila MSik rkepiyapy; ,Uf;fpwJ.	M	rpNe	,

## SECTION -F

1	ehd; vtiauAk; rhh;e;jpUf;f tpUk;gtpy;iy.	M	rpNe	,
2	KjpNahhpd; nfhs;iffis gpd;gw;w tpUk;GfpNwd;.	M	rpNe	,
3	ehd; vd; ez;gh;fspd; jtWjy;fis Nfyp nra;tjpy;iy.	M	rpNe	,
4	ehd; mbf;fb vd; nrhe;j tpUg;gg;gb nray;gLfpNwd;.	M	rpNe	,
5	ehd; Gjpaij tpl gioaij tpUk;GfpNwd;.	M	rpNe	,
6	ehd; mDgtj;ij kl;Lk; ek;GfpNwd;.	M	rpNe	,
7	ehd; vijAk; gFj;jwpahky; ek;Gtjpy;iy.	M	rpNe	,
8	nghpa \$l;l;jpy; Ngr ehd; jaq;FfpNwd;.	M	rpNe	,

9	ehd; nghWg;Gf;fis itj;Jf; nfhs;s tpUk;GfpNwd;.	M	rpNe	,
10	ehd; mLj;jth;fis fl;LgLj;j tpUk;Gtjpy;iy.	M	rpNe	,

## **APPENDIX-C**

**N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR**

## KANYAKUMARI DISTRICT

### Draft scale

### SOCIAL SKILLS SCALE

Prepared by K.S.Shobha and Dr.B.C.Sobha

#### INSTRUCTIONS:

Given below are few statements related to various aspects of social skills. Read carefully and indicate your response in the appropriate place with a tick (✓) Mark **Always/Sometimes/Never**. Your answer will be used for research purpose only.

#### SECTION-A

#### Time Management

Sl.No	Statement	Always	Some times	Never
1	When I'm working, I block out everything that goes on around me. ehd; Ntiy nra;Ak; NghJ vd;id Rw;wp elg;gitfs; midj;Jk; vd;id ghjpf;fhky; ghh;j;Jnfhs;Ntd;.			
2	I do not complete my homework on time. ehd; vdJ tPl;Lg;ghlj;ij Fwpg;gpl;l Neuj;jpy; Kbg;gjpyiy;.			
3	I like to spend my leisure time in useful way. ehd; vdJ Xa;TNeuj;ij kpTk; gaDs;s tifapy; gad;gLj;jp nfhs;s Mirg;gLfpNwd;.			
4	I find myself rushing to get things done at the last minute. ehd; midj;J nray;fisAk; filrpNeuj;jpy; jhd; mtrukhf nra;J Kbg;Ngd;.			
5	I manage to complete everything on my daily "to-do" list. md;whl vd; epfo;r;rpfis ngUk;ghYk; epiwNtw;w ehd; Kw;gLNtd;.			
6	When I get bored while studying, I'll take a break to			

	refocus.  ehd; gbj;J fisg;gilAk; NghJ mij khw;Wtjw;F rpwpJ Neuk; Xa;ntLg;Ngd;.			
7	I complete tasks on or before the deadline.  ehd; vdJ Ntiyia Fwpg;gpl;lNeuj;jpw;Fs; nra;J Kbg;Ngd;.			
8	I Prioritise my tasks when I have a lot to get done.  vdf;F mjpfkhd Ntiyfs; nra;a Ntz;Lkhdhy; mtw;iw; Kiwglj;jp Kbj;J nfhs;Ntd;.			
9	I break big projects down into smaller steps.  vdf;F nfhl;fg;gl;l Ntiyia rpW rpW gFjpfshf khw;wp mij Ntfkhf Kbj;Jnfhs;Ntd;.			
10	I go to school at time.  ehd; gs;sp\$lj;jpw;F Neuk; jtwkhy; nry;Ntd;.			
11	When I'm in queue, I engage myself by doing something useful.  ehd; tupirapy; epw;Fk;NghJ me;j Neuj;j tPzhf;fhky; kpfTk; gaDs;s tifapy; gad;glj;jpf;nfhs;Ntd;.			
12	I can do many tasks at a time.  xNu Neuj;jpy; gy Ntiyfis vd;dhy; nra;a KbAk;.			
13	I let others know ahead of time when I have a really busy day and can't be disturbed.  vdf;F ngUksT Ntiy nra;aNtz;bapUf;Fk; NghJ, kw;wtu;fs; vd;id njhe;juT nra;ahky; ,Uf;f mtu;fSf;F Neuj;jpd; Kf;fpaj;Jtj;ij vLj;Jiug;Ngd;.			
14	I keep everything in order so as to trace them out quickly.  ehd; Ntiy nra;tjw;F Njitahdtw;iw xOq;Fglj;jp nfhs;Ntd;. .jdhy; vd; Ntiyia vd;dhy; tpiuthf Kbf;f ,aYk;.			
15	I can estimate how much time is needed to complete a specific task.  xU Fwpg;gl;l Ntiyia nra;atjw;F vt;tsT Neuk; MFk; vd;W vd;dhy; fzpf;f KbAk;.			



16	I use a daily planner to keep track of the things that I need to do. jpdKk; nra;aNtz;ba Ntiyfis ehd; fhy ml;ltizg;gLj;jp mtw;iw Kbj;J nfhs;fpNwd;.			
17	I spend more time for studying difficult topics. kpfTk; fbdkhd ghlq;fis gbg;gjw;F mjpf Neu;ij ehd; nrytpLfpNwd;.			
18	I never plan things before it is done. xU Ntiyia nra;tjw;F Kd;dhy; mjw;fhd jpl;l;ij ehd; tFg;gjpy;iy.			
19	I am satisfied with the way I utilize the time. ehd; vdJ Neu;ij gaDs;s tifapy; gad;gLj;jp nfhs;fpNwd; vd;gjpy; jpUg;jp milfpNwd;.			
20	I revise lessons when I go to school earlier. ehd; gs;sp\$lj;jpy; Fwpg;gpl;l Neu;jpw;F Kd;G nrd;Wtpl;lhy; me;j Neu;jpy; gbj;j ghlq;fis jpUg;gp ghu;gjw;F gad;gLj;jp			

## SECTION-B

### Interpersonal skills

1	I can detect the mood of others as we converse. mLj;jtu;fSld; ciuahLk; NghJ vd;dhy;; mtu;fspd; kdepjia vspjpy; fz;Lgpbf;fKbAk;;;.			
2	I can easily see things from someone else's point of view. vd;dhy; kw;wth;fspd; fz;Nzl;l;jpy; xU nraiy fhz ,aYk;.			
3	When talking to people ,I pay attention to their body language(eg.facial expression, hand movement)etc. ehd; kw;wtu;fSld; ciuahLk; NghJ mtu;fspd; if kw;Wk; Kf mirTfspy; ftdk; nrYj;JNtd;.			

4	I can express my ideas clearly. vd;dhy; vd; fUj;Jf;fis njspthf vLj;Jiuf;f KbAk;.			
5	Emotionally charged situations make me uncomfortable. Czh;TG+h;tkhd epfo;r;rpfs; vd;id epiyFiya nra;fpwJ.			
6	I feel it hard to express my feeling to others. vd;Dila czh;Tfis gpwhplk; njhptpf;f ehd; kpfTk; jLkhWfpNwd;.			
7	I have difficulty in putting my thoughts into words. nrhy;iy nrayhf;Ftjpy; ehd; rpukgLfpNwd;.			
8	I have to repeat myself often because people don't understand my message the first time around. ehd; nrhy;y\$ba fUj;Jf;fis kf;fs; vspjpy; Ghpe;Jnfhs;tjpy;iy mjdh;jhd;; ehd; mtw;iw gy Kiw \$wNtz;bAs;sJ.			
9	I am very shy to clear my doubts with others. vd;Dila re;Njfq;fis gpwhplk; Nfl;L njspTgLj;jp nfhs;s ehd;; ntl;fg;gLtjpy;iy.			
10	I don't like to share my ideas with others. ehd; vd; fUj;Jf;fis gpwUld; gfph;e;J nfhs;tjpy;iy.			
11	I try to divert or end conversations that don't interest me. vdf;F tpUg;gkw;w ciuahliy ehd; jtpu;f;f KaYNtd;.			
12	I will stop a speaker in mid-sentence if, I disagree with his/her statement. Kuz;ghlhd fUj;Jf;fis ahuhTj \$wpdhy; ehd; mth;fsJ Ngr;ir jLj;J epWj;JNtd;.			
13	I am uncomfortable if I'm not leading the conversation. Ciuahlypy; vd;Dila gq;F ,y;iy vd;why; vd;dhy; mtw;iw Vw;wnfhs;s ,ayhJ.			
14	I'm better off hiding my weakness so that no one will use it against me. Gpwh; vd;Dila gytPdq;fis vdf;F vjpuhf gad;gLj;j \$lhJ			

	vd;gjw;fhf ehd; mtw;iw kiwj;Jnfs;;Ntd;.			
15	I maintain appropriate proximity to conversation partner. ehd; ciuahLgth;fSld; Md neUf;fj;ij Nkk;gLj;jp nfhs;tjpy; ftdkhf ,Ug;Ngd;.			
16	I have no difficulty in revealing my weakness to friends. vd;Dila gytPdq;fis vd; ez;gh;fSld; gfph;e;J nfhs;tjpy; ehd; ntl;fgLtjpy;iy.			
17	I am not jealous of others happiness. kw;wth;fspd; kfpo;r;рпиag;ghh;j;J ehd; xUNghJk; nghwhik mile;jjpy;iy.			
18	I ask questions to my teachers to clarify my doubt. ehd; vdJ re;Njq;;fis vdJ Mrphpahplk; Nfl;L rhp nra;J nfhs;fpNwd;.			
19	I show my trust to others. ehd; vy;NyhUk; vd;id ek;Gk;gb ele;J nfhs;fpNwd;.			
20	I consider the suggestions of others if it is applicable. mLj;jth;fspd; mwpTiufs; Vw;fj;fjhf ,Ue;jhy; ehd; mij Vw;Wnfhs;Ntd;.			

### SECTION-C

#### Concern for others

1	I would consider how others will be affected by my words and actions. vd;Dila nrhy; kw;Wk; nrayhy; mLj;jth;fs; ghjpf;fg;glhky; ghh;j;Jnfs;Ntd;.			
2	I make sure that my closest friends know that they are important to me. vd; neUq;fpa ez;gh;fSf;F mth;fs; vdf;F vt;tsT ,d;wpaikahdth;fs; vd;gij czh;j;jpapUf;fpNwd;.			
3	I know all the important information about what is happening in my group of friends. vd; ez;gh;fs; \$l;l;j;ppy; Vw;gl\$ba vy;yh Kf;fpakhd			

	jfty;fisg;gw;wp ehd; njhpe;J itj;jpUf;fpNwd;.			
4	I accept the people close to me for who they are. kw;wth;fisg;gw;wp ed;F njhpe;j gpd;Gjhd; ehd; mth;fis vd;Dld; neUq;fp gof mDkjpg;Ngd;.			
5	No matter how busy I am I will make time for a friend in need. ehd; vt;tsT gugug;ghd #o;epiyapy; ,Ue;jhYk; vd; ez;gDf;F cjtp Njitg;gl;lhy; mtDf;F rhpahd Neuj;jpy; cjtp nra;Ntd;.			
6	If a friend asks me for my honest opinion I'll tell the truth even if it hurts. vd; ez;gidg;gw;wp cz;ikahd fUj;jj mtd; \$w nrhd;dhy; me;j cz;ik mtid Jd;GWj;jpdhYk; ehd; me;j cz;ikiaNa mtdplk; \$WNtd;.			
7	I always take positive things from my friends. ehd; vd; ez;gh;fspk; ,Ue;J ey;ydtw;iw vLj;j nfhs;fpNwd;.			
8	I listen to the suggestions of my teacher. ehd; vd; Mrphpahpd; mwpTiuia Nfl;L elg;Ngd;.			
9	If a friend is upset. I try to help him/her, but at the expense of my priorities. Jd;gj;jpy; ,Uf;fk; vd; ez;gDf;F vdJ vy;iyf;F cl;gl;l my;yJ vd; tuk;ig tpl;L khwhky; cjtp nra;Ntd;.			
10	While talking with my friends I dominate the conversation. vd; ez;gh;fSlid; ciuahLk;NghJ ehd; me;j ciuahlypy; Mjpf;fk; nrYj;j tpUk;GNtd;.			
11	I always encourage my friends to get good marks. ehd; vg;NghJk; vd; ez;gh;fis; Njh;tpy; mjpf kjpg;ngz; vLf;f Cf;fg;gLj;JNtd;.			
12	I feel deeply for others who are in trouble. kw;wth;fs; Jd;gk; milAk;NghJ ehd; mth;fSf;fhf tUj;jg;gLNtd;.			

13	The suffering of others does not disturb me in anyway. mLj;jth;fspd; Jd;gk; vd;id ve;jtpjj;jpYk; ghjpf;fhJ.			
14	I do not care about others while learning. ehd; gbf;Fk; NghJ gpw nray;fisg;gw;wp rpe;jpg;gjpy;iy.			
15	I am not ready to listen to my friends suggestions. ehd; vd; ez;gh;fspd; mwpTiua Nfl;gjpy;iy.			
16	I accept me as the most efficient individual in my group. vd;Dila FOtpy; ehd; vd;id kpfTk; kjpg;gpw;Fhpatdhf fUJfpNwd;.			
17	I always lead my group. ehd; vdJ FOit top elj;jp nry;fpNwd;.			
18	I always give suggestion to my friends without any partiality. ve;j xU ghFghLk; ,t;yhky; ehd; vd; ez;gh;fSf;F mwpTiu toq;FNtd;.			
19	I am always ready to help others. ehd; vg;NghJk; gpwUf;F cjt jahuhf cs;Nsd;.			
20	I don't care what others think of me Gpwh; vd;idg;gw;wp vd;d epidf;fpwhh;fs; vd;gijg;gw;wp ehd; ftiyg;gLtjpy;iy.			

## SECTION-D

### Self-Regulation

1	I accept not being first at a game or activity. Tpisahl;L kw;wk; gpw nray;fspy; ehd; Kj;id milahtpl;lhYk; vd;dhy; mtw;iw Vw;W nfhs;s ,aYk;.			
2	I am able to say “I don’t know “. vdf;F njhpahJ vd;gij vd;dhy; njspthf \$w ,aYk;.			
3	I am able to end conversation appropriately. vd;dhy; vdJ ciuahliy rhpahf Kbj;J nfhs;s ,aYk;.			
4	I feel the need of defend myself when I am being criticized. vd;id ahuhtJ Nfyp nra;Ak;NghJ ehd; mtw;wpypUe;J vd;id ghJfhj;J nfhs;tjw;fhd topKiwfs; Njit vd;gij czh;Ntd;.			
5	I generate solutions to problems. vd;Dila gpur;ridfSf;F ehNd jPh;it tFj;J nfhs;fpNwd;.			
6	When having a disagreement I typically raise my voice slightly. vd;dhy; Vw;W nfhs;s Kbahjtw;wph;F vjpuhf Fuy; nfhLg;Ngd;.			
7	I take obstacles as opportunities for growth. ehd; vd; tsh;r;rpf;F vd; jilfisNa gb fy;Yfshf khw;wp nfhs;Ntd;.			
8	I have the self-confidence to face problem. vd; gpur;ridfis vjph;nfhs;s \$ba jd;dk;gpf;if vd;dplk; cs;sJ.			
9	I can control my emotions and feelings when I am in group. ehd; vd; FOTId ;,Uf;Fk; NghJ vd;dhy; vd; kdntOr;rp kw;Wk; czh;Tfis fl;LgLj;j ,aYk;.			
10	I don’t express my thoughts to others. ehd; vd;Dila fUj;Jf;fis kw;wth;fspk; jpzpg;gjpy;iy.			
11	I do not need the help of others to take decisions. ehd; KbntLg;gjw;F kw;wth;fspd; cjt pia ehLtjpy;iy.			

12	I can easily mingle with others. vd;dhy; mLj;jth;fSld; vspjpy; gof KbAk;.			
13	I am not bothered about my failure. ehd; vdJ Njhy;tpiaf; fz;L gag;gLtjpy;iy.			
14	I believe that I am a useful person. ehd; kpfTk; cgNahfkhd kdpjd; vd;gjpy; ek;gpf;if nfhs;fpNwd;.			
15	I am an honest person. ehd; cz;ikAs;s xU kdpjd;.			
16	I have an ability to deal with conflicts. Kuz;ghLfis rkhsfp;f\$ba jpwik vd;dplk; cs;sJ.			
17	I have a ability to solve even the most difficult task given in the class. tFg;giwapy; vdf;F vs;ssT fbdkhd Ntiyia je;jhYk; vd;dhy; mjw;F jPh;T fhz ,aYk;.			
18	I have a ability to achieve my aims in life. vd; tho;tpd; FwpNfhs;fis mila\$ba jpwik vd;dplk; cs;sJ.			
19	I have the presence of mind to withstand setbacks in my class work. tFg;G Ntiyfspy; ve;j xU ghjpp;Gk; Vw;glhj tifapy; kpfTk; ftdkhf ghj;j;J nfhs;Ntd;.			
20	When I am nervous, I cannot control my behaviour. ehd; czh;r;rptrg;gLk;NghJ vd;dhy; vd;id fl;LgLj;j Kbtjpy;iy.			

## APPENDIX-D

**N.V.K.S.D COLLEGE OF EDUCATION, ATTOOR**

**KANYAKUMARI DISTRICT**

## Final Scale

### SOCIAL SKILLS SCALE

Prepared by K.S.Shobha and Dr.B.C.Sobha

#### INSTRUCTIONS:

Given below are few statements related to various aspects of social skills. Read carefully and indicate your response in the appropriate place with a tick (✓) Mark **Always/Sometimes/Never**. Your answer will be used for research purpose only.

#### SECTION-A

#### Time Management

Sl.No	Statement	Always	Some times	Never
1	I do not complete my homework on time. ehd; vdJ tPl;Lg;ghlj;ij Fwpg;gpl;l Neuj;jpy; Kbg;gjpyiy;.			
2	I find myself rushing to get things done at the last minute. ehd; midj;J nray;fisAk; filrpNeuj;jpy; jhd; mtrukhf nra;J Kbg;Ngd;.			
3	I complete tasks on or before the deadline. ehd; vdJ Ntiyia Fwpg;gpl;lNeuj;jpw;Fs; nra;J Kbg;Ngd;.			
4	I Prioritise my tasks when I have a lot to get done. vdf;F mjpfkhd Ntiyfs; nra;a Ntz;Lkhdhy; mtw;iw; Kiwglj;jp Kbj;J nfhs;Ntd;.			
5	I go to school at time. ehd; gs;sp\$lj;jpw;F Neuk; jtwlky; nry;Ntd;.			



6	I can do many tasks at a time. xNu Neuj;jpy; gy Ntiyfis vd;dhy; nra;a KbAk;.			
7	I let others know ahead of time when I have a really busy day and ca9n't be disturbed. vdf;F ngUksT Ntiy nra;aNtz;bapUf;Fk; NghJ, kw;wtu;fs; vd;id njhe;juT nra;ahky; ,Uf;f mtu;fSf;F Neuj;jpd; Kf;fpaj;Jtj;ij vLj;Jiug;Ngd;.			
8	I can estimate how much time is needed to complete a specific task. xU Fwpg;gl;l Ntiyia nra;atjw;F vt;tsT Neuk; MFk; vd;W vd;dhy; fzpf;f KbAk;.			
9	I am satisfied with the way I utilize the time. ehd; vdJ Neuj;ij gaDs;s tifapy; gad;gLj;jp nfhs;fpNwd; vd;gjpy; jpUg;jp milfpNwd;.			
10	I revise lessons when I go to school earlier. ehd; gs;sp\$lj;jpy; Fwpg;gpl;l Neuj;jpw;F Kd;G nrd;Wtpl;lhy; me;j Neuj;jpy; gb;j;j ghlq;fis jpUg;gp gh;gjw;F gad;gLj;jp			

## SECTION-B

### Interpersonal skills

1	When talking to people ,I pay attention to their body language(eg.facial expression, hand movement)etc. ehd; kw;wtu;fSld; ciuahLk; NghJ mtu;fspd; if kw;Wk; Kf mirTfspy; ftdk; nrYj;JNtd;.			
2	I can express my ideas clearly. vd;dhy; vd; fUj;Jf;fis njspthf vLj;Jiuf;f KbAk;.			
3	I feel it hard to express my feeling to others. vd;Dila czh;Tfis gpwhplk; njhptpf;f ehd; kpfTk; jLkhWfpNwd;.			
	I have difficulty in putting my thoughts into words.			

4	nrhy;iy nrayhf;Ftjpy; ehd; rpukgLfpNwd;.			
5	I try to divert or end conversations that don't interest me. vdf;F tpUg;gkw;w ciuahliy ehd; jtpu;f;f KaYNtd;.			
6	I'm better off hiding my weakness so that no one will use it against me. Gpwh; vd;Dila gytPdq;fis vdf;F vjpuhf gad;gLj;j \$lhJ vd;g;gw;fhf ehd; mtw;iw kiwj;Jnfs;;Ntd;.			
7	I am not jealous of others happiness. kw;wth;fspd; kfpo;r;рпиag;ghh;j;J ehd; xUNghJk; nghwhik mile;jjpy;iy.			
8	I ask questions to my teachers to clarify my doubt. ehd; vdJ re;Njfq;;fis vdJ Mrphpahplk; Nfl;L rhp nra;J nfhs;fpNwd;.			
9	I show my trust to others. ehd; vy;NyhUk; vd;id ek;Gk;gb ele;J nfhs;fpNwd;.			
10	I consider the suggestions of others if it is applicable. mLj;jth;fspd; mwpTiufs; Vw;fjf;fjhf ,Ue;jhy; ehd; mij Vw;Wnfhs;Ntd;.			

### SECTION-C

#### Concern for others

1	I would consider how others will be affected by my words and actions. vd;Dila nrhy; kw;Wk; nrayhy; mLj;jth;fs; ghjpf;fg;glhky; ghh;j;Jnfs;Ntd;.			
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2	<p>I know all the important information about what is happening in my group of friends.</p> <p>vd; ez;gh;fs; \$l;l;jjpy; Vw;gl\$ba vy;yh Kf;fpakhd jfty;fisg;gw;wp ehd; njhpe;J itj;jpUf;fpNwd;.</p>			
3	<p>No matter how busy I am I will make time for a friend in need.</p> <p>ehd; vt;tsT gugug;ghd #o;epiyapy; ,Ue;jhYk; vd; ez;gDf;F cjtp Njitg;gl;lhy; mtDf;F rhpahd Neu;jjpy; cjtp nra;Ntd;.</p>			
4	<p>I always take positive things from my friends.</p> <p>ehd; vd; ez;gh;fspk; ,Ue;J ey;ydtw;iw vLj;j nfhs;fpNwd;.</p>			
5	<p>I listen to the suggestions of my teacher.</p> <p>ehd; vd; Mrphpahpd; mwpTiua Nfl;L elg;Ngd;.</p>			
6	<p>If a friend is upset. I try to help him/her, but at the expense of my priorities.</p> <p>Jd;gj;jpy; ,Uf;fk; vd; ez;gDf;F vdJ vy;iyf;F cl;gl;l my;yJ vd; tuk;ig tpl;L khwhky; cjtp nra;Ntd;.</p>			
7	<p>I always encourage my friends to get good marks.</p> <p>ehd; vg;NghJk; vd; ez;gh;fis; Njh;tpy;mjpf kjpg;ngz; vLf;f Cf;fg;gLj;JNtd;.</p>			
8	<p>I am not ready to listen to my friends suggestions.</p> <p>ehd; vd; ez;gh;fspd; mwpTiua Nfl;gjpy;iy.</p>			
9	<p>I always lead my group.</p> <p>ehd; vdJ FOit top elj;jp nry;fpNwd;.</p>			
10	<p>I always give suggestion to my friends without any partiality.</p> <p>ve;j xU ghFghLk; ,t;yhky; ehd; vd; ez;gh;fSf;F mwpTiu toq;FNtd;.</p>			

**SECTION-D**

**Self-Regulation**

1	I am able to end conversation appropriately. vd;dhy; vdJ ciuahliy rhpahf Kbj;J nfhs;s ,aYk;.			
2	When having a disagreement I typically raise my voice slightly. vd;dhy; Vw;W nfhs;s Kbahjtw;wph;F vjpuhf Fuy; nfhLg;Ngd;.			
3	I have the self-confidence to face problem. vd; gpur;ridfis vjph;nfhs;s \$ba jd;dk;gpf;if vd;dplk; cs;sJ.			
4	I believe that I am a useful person. ehd; kpfTk; cgNahfkhd kdpjd; vd;gjpy; ek;gpf;if nfhs;fpNwd;.			
5	I am an honest person. ehd; cz;ikAs;s xU kdpjd;.			
6	I have an ability to deal with conflicts. Kuz;ghLfis rkhsfp;f\$ba jpwik vd;dplk; cs;sJ.			
7	I have a ability to solve even the most difficult task given in the class. tFg;giwapy; vdf;F vs;ssT fbdkhd Ntiyia je;jhYk; vd;dhy; mjw;F jPh;T fhz ,aYk;.			
8	I have a ability to achieve my aims in life. vd; tho;tpd; FwpNfhs;fis mila\$ba jpwik vd;dplk; cs;sJ.			
9	I have the presence of mind to withstand setbacks in my class work. tFg;G Ntiyfspy; ve;j xU ghjpg;Gk; Vw;glhj tifapy; kpfTk; ftdkhf ghh;j;J nfhs;Ntd			
10	When I am nervous, I cannot control my behaviour. ehd; czh;r;rptrg;gLk;NghJ vd;dhy; vd;id fl;LgLj;j			

	Kbtjpy;iy.			
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## **APPENDIX-E**

### **Scoring Key (Social skills scale)**

<b>Sl.No</b>	<b>Scores</b>		
	<b>Always</b>	<b>Sometimes</b>	<b>Never</b>

<b>A 1.</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>2.</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>3.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>4.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>5.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>6.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>7.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>8.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>9.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>10.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>B 1.</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>2.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>3.</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>4.</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>5.</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>6.</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>7.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>8.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>9.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>10.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>C 1.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>2.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>3.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>4.</b>	<b>2</b>	<b>1</b>	<b>0</b>

<b>5.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>6.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>7.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>8.</b>	<b>0</b>	<b>1</b>	<b>2</b>
<b>9.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>10.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>D 1.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>2.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>3.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>4.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>5.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>6.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>7.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>8.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>9.</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>10.</b>	<b>0</b>	<b>1</b>	<b>2</b>