

**A STUDY OF EMOTIONAL MATURITY OF SECONDARY
SCHOOL STUDENTS BELONGING TO NUCLEAR AND JOINT
FAMILY**

A Dissertation Submitted to

Barkatullah University

Bhopal

**In partial fulfillment of the requirement for the Degree of
MASTER OF EDUCATION (RIE)**

Session 2011-12

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एन सी ई आर टी
NCERT

Guide

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**REGIONAL INSTITUTE OF EDUCATION,
NATIONAL COUNCIL OF EDUCATIONAL RESEARCH AND TRAINING
SHYAMLA HILLS, BHOPAL. 462013**

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DECLARATION

I do here by declare that this study entitled "Study of Emotional Maturity of secondary school student belonging to Joint and Nuclear family" has been under taken by me in partial fulfillment of the requirement for the degree of Master of Education. I have completed this research in under the guidance of Dr. K. K. Khare, associate professor in Regional Institute of Education. Bhopal.

I further declared that this dissertation has not been submitted earlier by me or others for any degree either in Barkatullah University or any other University.

Place BHOPAL

Date 10/4/12



Mayarani Wahane

M.Ed (RIE)

CERTIFICATE

This is to certify that Mayarani Wahane a student of M.Ed course in the year 2011-2012 of Regional Institute of Education, Bhopal has worked under my guidance. Her dissertation “**Study of emotional maturity of secondary students belonging to joint and nuclear family**” is original work presentation in partial fulfillment of the requirement of degree of Master of Education, Barkatullah University, Bhopal. (M.P). The present study is an outcome of her sincere research efforts.

Place BHO PAL

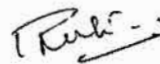
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Place BHOPAL

Date 10/4/12



Mayarani Wahane

M.Ed (RIE)

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CHAPTER I
INTRODUCTION

CHAPTER I

INTRODUCTION

- 1.1 Background of the study
- 1.2 Statement of problem
- 1.3 Delimitation
- 1.4 Definition and explanation of term
- 1.5 Objectives
- 1.6 Hypotheses
- 1.7 Need of the study

CHAPTER I

Introduction

GROWTH AND DEVELOPMENT

The human beings are so blessed that any one who is born will naturally and automatically grow to the extent he/she is capable of. Although the heredity and environment in which the child lived as a significant contribution towards their physical, mental emotional and social development. Despite the nature has provided a boon that one is who born will grow to certain degree, the rate of growth take place or follow a systematic and sequential order. The environment in which the child grow play the role of catalyst in accelerating the growth rate of the child. The other factor such as geographical climate, hygienic condition, nutrition status and care and attention extended by the parents give prominent contribution in the child life. Both family and school have shared responsibility in molding a child into a progressive and contributing citizens of the society. Growth and development is essential in human life.

Development may be defined as the pattern of biological, cognitive and socio emotional changes that begins at conception and dying, continue through out life span (Santrock 2004). Most development involves growth although it also eventually involves decay.

Development is a systematic change and continues in the individual that occur between. Conception and death or from “womb to tomb”

Man is a being who is constantly developing in its life time. He develops from immatured child into full grown and matured adult through various stages such as .

1. Infancy.
2. Childhood.
3. Adolescence.
4. Adulthood.

Major aspects of development of the individual includes physical, mental, emotional, social and moral development.

Among all this stage of development adolescence stage is the most crucial stage.

“Adolescence is the period of great stress and strain, storm and strife”

Stanley Hall

“Adolescence is the period through which a growing makes a transition from childhood to maturity.

Iresield

“Adolescence is that period in which a child tries to become capable of doing every thing by himself”

Sadler

Adolescence is a time of enormous emotional as well as physical changes. Although every child is individually grown and developed in his or her own unique way adolescence is a period when the behaviour is highly influenced by emotion. This is the period of intensive storm and stress (Hall 1904). Adolescence is the age when extreme emotions are expressed or experienced with the intensity of adult but devoid of adult perspective. This emotional energy is not as strong and dangerous as in adolescence. It is very difficult for an adolescent to exercise control over his/her emotions. The sudden functioning of sexual gland and tremendous increase in physical energy makes him/her restless. Moreover, adolescents are not consistent in their emotions. Emotional during this stage fluctuate very frequently and quickly. It makes them moody. Emotions are the foundations of every relationship in our lives and power of those emotions cannot be overlooked.

Adolescence, a vital stage of growth and development, it marks the period of transition from childhood to adulthood. It is characterized by rapid physiological changes and psycho-social maturation. Adolescence is also the stage when young people extend their relationships beyond parents and family and are intensely influenced by their peers and the outside world. As adolescents mature cognitively, their mental process becomes more analytical. They are now capable of doing abstract thinking, better articulation and of developing an independent ideology. These are truly the years of creativity, idealism, buoyancy and a spirit of adventure. But these are also the years of

experimentation and risk-taking, of taking uninformed decisions on crucial issues, especially relating to their bodies and their sexuality. Adolescence is thus a turning point in one's life, a period of increased potential but also one of greater vulnerability. Many changes occurring in adolescence period. That comes under three broad categories.

Physical, psychological and social. Psychological changes are most prominent in adolescence period as we all know the life of adolescence is full of emotion. "The adolescence live intense emotional life, in which we can see once more the rhythm of positive, negative phases of behaviour in his constant attention between intense excitement and deep depression and difficult time (Ross)". Maturity comes under the psychological changes.

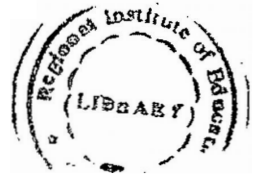
MATURITY AND ITS NATURE

The concept of maturity has not received a great deal of explicit emotion in the literature. Delineation of libidinal development has been yielded the important formulation of the "Genital level" and "Object interest (Freud 1924)". Recent emphasis on the conflict between the regressive, dependents, versus the progressive, productive forces in the personality has directed interest toward the more detailed nature of maturity.

NATURE OF MATURITY

1. One of the most obvious pathways of development, long emphasized by Sigmund Freud and Franz Alexander, is from the parasitic dependence of the foetus to the relative independence of parent, with parental capacity for responsibility for spouse and child.
2. Maturity is intimately bound-up with the organism's development from parasitism on mother to relative independence from the parents, there increased capacity for responsibility and productivity and decreased receptive needs. Children learn to control their hostilities, their sexuality and other impulses, and to develop the orientations of maturity largely through the incentive of being loved.
3. Third characteristic of maturity is relative freedom from the well-known constellation of inferiority, egotism and competitiveness.
4. Another aspect of maturity consists in the conditioning and the training necessary for socialization and domestication.
5. Hostile aggressiveness, using the term to include all sorts of anger, hate, cruelty and belligerency, is always a sign of emotional irritation or threat.

6. Another important attribute of maturity is a firm sense of reality.
7. Another characteristic of maturity is flexibility and adaptability.



TYPES OF MATURITY

Intellectual maturity grows strongly between sixteen and twenty five years of age and it is indicated by such behaviour as making up ones own mindset, taking responsibility and learning the difference between compromise, rigidity and mindless conformity.

Academic maturity comes slowly in which we find both “under achiever” whose performance falls below their potential, and the “over achiever who exceed expectation.

Social maturity is sort of psychological wearing with no clear cut ages defined. It increased by such behaviour as self reliance, examination of prejudices, and the ability to amuse oneself.

Emotional maturity also has no age boundaries some adults never get beyond adolescence. Among the indicator of growing up, emotional maturity is the ability to adjust to stress, become selective in what to worry about, and discover, harmless way of letting off steam. It does not vary with the environment and indicated by tolerance, understanding and adjustment. Actually, emotional maturity is not only the effective determinant of

personality pattern but it also helps to control the growth of adolescent's development. The concept "mature" emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotion under control, who is able to broke delay and to suffer without self-pity, might still be emotionally stunned and childish.

Morgan (1934) stated the view that an adequate theory of emotional maturity must take account of the full scope of the individuality, powers, and his ability to enjoy the use of his powers.

According to Walter D. Smitson (1974) emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra- psychically and intra-personally.

Kapal and Baron elaborate the characteristics of an emotional mature person, say that he has the capacity to withstand delay in satisfaction of needs. He has the ability to tolerate a reasonable amount of frustration. He has belief in long term planning and is capable of delaying or revising his expectations in term of demands of situations. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, his peer in the school, society and culture. But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully.

Holligworth (1928) mentioned some characteristics of emotionally matured person.

1. He is capable of responding in gradation or degree of emotional responses. He does not respond in all or none fashion, but keeps within bounds. If his hat blow off, he does not below up.
2. He is also able to delay his responses as controlled wit the impulsiveness of young child.
3. Handling of self pity, instead of showing unrestrained self pity, he tries to feel for him.

Bernard (1954) also mentioned some characteristic of emotionally matured person

- (i). Inhibition of direct expression of negative emotions.
- (ii). Cultivation of positive, up building emotions.
- (iii). Development of higher tolerance for disagreeable circumstances.
- (iv). Increasing satisfaction from socially approved responses
- (v). Ability to make a choice and not broad about other choices.
- (vi). Awareness of the ability and achievement of others.
- (vii). Ability to delay the gratification of impulses.
- (viii). The enjoyment of daily living.

ROLE OF FAMILY IN EMOTIONAL MATURITY

Psychiatrists have long maintained that our relationships with people are patterned by our early relationship in the home during infancy and childhood. The home has been described as the psychological laboratory (Louis 1959) in which human nature is framed the source of our most imitate and most lasting impression. The power of home cannot be disputed since the home has the child before an other social agency can get to him without questions the child habits thinking, feeling and acting emerge out of the experience he has in the family during the first five and six years of life. However, the growing child is constantly framing and reforming his personality as his horizon expands beyond the home into the school and community. The home has been justly describes as the nursery of civilization, here the child encounters psychological and social forces which live an indelible impression on his evolving personality. The human being with whom he lives the economic status of the home, and the experiences he has during infancy and childhood determine in large measures his basic behaviour. A family is very important for a child development since the maturity of the family members do have influence over the development of a child if the parents are loving and caring and supportive in nature it provide stability in the emotion of child. Emotion plays a significant role in development of child psychology thus lead to maturity of the child.

STATEMENT OF THE PROBLEM:

Study of Emotional Maturity of secondary school students belonging to Nuclear and Joint family.

DELIMITATION OF THE STUDY:

- The study will be delimited to Bhopal district only.
- It was further delimited to Central school (Kendriya Vidyalaya) of Bhopal district.
- It was further delimited to student studying in secondary school (class 9th).
- It was further delimited to student of different family (joint and nuclear family).

DEFINITION AND EXPLANATION OF THE KEY TERM:

Emotional maturity is a process in which the personality is continuously striving for greater sense of emotional health, both intra physically and intra personally. Walter D Smithson (1974)

Emotional maturity is the ability to bear tension; other signs are on indifference towards certain kinds of stimuli that affects the child or adult and he develops moodiness and sentimentally Seoul (1951).

For the purpose of present study Emotional maturity is defined in terms of emotional stability, emotional progression, adapting a desired relationship with environment, harmonious coaction and

deescalation of inner conflicts and persons attitudinal tendency to

be self reliant. **Nuclear family** is a term used to define a family group consisting of a father and mother and their children.

Joint Family is an extended family arrangement consisting of many generations (grand parents, parents and children) living under the same roof.

Family is considered as nuclear or joint if they living in such setup for last three years.

OBJECTIVES OF THE STUDY:

- To study the family structure of secondary school students.
- To study the emotional maturity of secondary school students belonging to nuclear family.
- To study the emotional maturity of secondary school students belonging to joint family.
- To compare the emotional maturity of secondary school students belonging to nuclear and joint family.
- To study the relationship between child's birth order and emotional maturity.

HYPOTHESIS:

On the basis of the study following hypothesis are formulated.

- There is no significant difference between emotional maturity of secondary school students belonging to nuclear and joint family.
- There is no significant difference between emotional stability of students belonging to nuclear and joint family.
- There is no significant difference between emotional progression of students belonging to nuclear and joint family.
- There is no significant difference between social adjustment of students belonging to nuclear and joint family.
- There is no significant difference between personality integration of students belonging to nuclear and joint family.
- There is no significant difference between Independence of students belonging to nuclear and joint family.
- There is no significant difference between emotional maturity and child birth order (first) of students belonging to nuclear and joint family.
- There is no significant difference between emotional maturity and child birth order (second) of students belonging to nuclear and joint family.

SIGNIFICANCE OF THE STUDY:

In today's era of globalization, our traditional culture system is going through transformation, giving rise to psychological problem for adult as well as children. Cases of depression, frustrations' and suicide attempts are increasing day by day, this situation is quite dazzling for adolescents. To cop up with this kind of problem they need proper guidance of family member and teacher. As emotions do play central role in the life of an individual, one is expected to have higher emotional maturity in order to lead an effective life. It is also true that our behaviour is constantly influenced by the emotional maturity level that we possess. Especially, the adolescents who are observed to be highly emotional in there dealings need to be studied. In view of this an attempt is made in present study to find out emotional maturity of adolescent.

After going through different research studies related to emotional maturity it was revealed that emotional maturity has an important and vital role in one's life.

Sivakumar and Visvanathan (2010), Hammed and Thahira (2010), Hangal and Vijayalaxmi (2007) All this research studies also stressed upon the importance of emotional maturity but no research evidence could be traced indicating the role of family in shaping child personality. In this context it was felt appropriate to undertake a study that reflects the relationship between emotional maturity and structure of the family.

CHAPTER II

REVIEW
OF
RELATED LITERATURE

CHAPTER II

REVIEW OF RELATED LITERATURE

2.0 Introduction

2.1 Need and importance of the review of literature

2.2 Research related to study

CHAPTER II

REVIEW OF RELATED LITERATURE

Introduction:

Researcher takes advantages of the knowledge which has accumulated in the past. It can never be undertaken in isolation of the work that has already been done on the problems which are directly or indirectly related to a study proposed by a researcher. The review of the literature of research provides us with the means of getting the frontier in our particular field of knowledge. Until we have learned what others has done and what remains still to be done in our area, we cannot develop a research project that will contribute to furthering knowledge in our field. Thus, the literature in any field from the foundation upon which all further work is likely to be often duplicated work that has already been done. We however should make every effort to complete a thorough review before starting our research because the insight and knowledge gained by the review almost inevitably lead to a better designed project and greatly improve chance of obtaining important and sufficient result.

A careful review of literature makes researcher aware of unimportant variables in the concerned area of research. It helps in selecting the variables lying within the scope of his/her field. Prior studies serves as the foundation for the present study through review of the literature, a researcher builds up better perspective for future researcher. A continuous review of the

literature enables the researcher to collect and synthesizes prior study related to present study.

Purpose of Review:

- The reviewing of related literature enables the researcher to define the limits of fields.
- Reviewing the related literature can avoid an intentional duplication of well established finding.
- The review of literature helps the researcher to avoid unfruitful and useless problem area.
- The review of related literature gives the researcher an understanding of the research methodology which refers to the way the study has to be conducted.
- The final and important reason for review of related literature is to know about the recommendation of previous researcher listed in their study for further research.

❖ **Manral (1988)** studied the impact of emotional maturity and prolonged deprivation (PD) an indiscipline behaviour (IB) among university students in relation to their academic achievements. Stratified random sampling procedure was used to select 472 students. Emotional Maturity scale of Sing and Bhargava, Prolonged Deprivation scale developed by Mishra & Tripathi, Disciplined-Undisciplined scale developed by J.B.S Manral, Achievement

was indicated by the score obtained in the previous annual examination. Statistical techniques used were Mean, Median, Standard deviation, Skewness and Kurtosis. Pearsons product movement correlation followed by factor analysis, multiple correlation, f-test and t-test were used in the study. The finding revealed that High maturity group differ-significantly on PD, Academics achievement (ach) behaviour in hostel behaviour related cultural activities and sport and IB when compared with low maturity. There is no significant difference in male and females student on emotional behaviour in class and library.

❖ **Gupta (1989)** a comparative study between male and female adolescent school going student on emotional maturity and achievement in co- curricular activities. The sample of study was 200 girls and 200 hundred boys studying in high school and intermediate classes of Agra city. Emotional maturity scale of Singh and Bhargava and co-curricular activities questionnaire developed by investigator. Statistical techniques used for data analysis were chi-square, f-test, t-ratio. Finding of study the girl were more sober and well behaved as compare to boys. Boys behaved more openly.

❖ **Nanda and Chawla (2005)** conducted a study on impact of age and family type on emotional maturity of urban adolescent girl the study was conducted on sixty randomly selected college going adolescent girls. K.M Pal emotional maturity scale was used. The findings are Joint family system has a positive impact on emotional maturity because

maximum percentage of girls was found to be stable and no girl was found to be externally unstable in the joint family.

❖ **Pastey and Aminbhavi (2006)** study the impact of emotional maturity on stress and self confidence of adolescents. Sample of the study consists of 105 adolescents studying in XI and XII class at Dharwad city Karnataka. Emotional maturity scale (Singh and Bhargava 1984), self confidence Inventory (Rekha Agnihotri, 1987) and students stress scale (Deo 1997) were administered on the selected sample. Statistical techniques used were mean, s.d, t and f test. Finding revealed that the adolescents with highly emotional maturity have significantly high stress and self confidence when compared to those with low emotional maturity. Adolescents with more number of siblings have shown significantly higher level of self confidence than their counter part. It is also found that educational level of father has significantly influenced stress of their adolescent children. Adolescent boys tend to have significantly higher stress than girls and girls tend to have significantly high self confidence.

❖ **Hangal and Amnibhavi (2007)** studied Self concept, Emotional Maturity and achievement motivation of adolescent children of employed mother and home makers. The sample consisted of 75 adolescents of homemakers, studying in 8th and 9th standard. Children's self concepts scale by Ahluwalia, Emotional maturity scale by Singh and Bhargava and Deo Mohan achievement motivation scale were used for collecting data. The data were analyzed by t-test and

ANOVA. The result revealed that adolescent children of home makers have significantly higher self concept. It was also noticed that children of employed mother have high emotional maturity and female children of employed are highly achievement oriented.

❖ **Saima and Sharma (2009)** conducted a study on the role of gender and various personal and families' variable on emotional maturity of adolescents. The sample of study is 300 adolescent in age group of 12 to 18 years selected from five districts of Kashmir. Singh and Bhargava Emotional maturity scale and socio demographic data sheet was used to elicit personal and family information. Statistical techniques used for present study is t-test and correlation. The finding revealed that 37 percent of adolescent are emotional unstable. Gender wise difference prevail that there is a significant difference in emotional maturity of boys and girls, families and personal variables were found to be significantly associated with emotional maturity. Mother's qualification was found to be higher percentage contribution of the emotional maturity of the adolescent.

❖ **Audichya and Jain (2009)** studied emotional maturity of Adolescent boy and girls of nuclear and joint family Sample of the study was 480 students (Emotional Maturity Scale) EMS by Singh and Bhargava used to assess emotional maturity of adolescents boys and girls. The result revealed that boys were emotionally more mature than girls. Further

boys from joint and girls from nuclear families were having high maturity as compare to their counterparts.

❖ **Sivakumar and Visvanath (2010)** conducted a study of emotional maturity of engineering college students. Sample of the study were 404 Engineering students, sampling used in study was random sampling method, Roma pal maturity scale was used by the researcher for his study. The following statistical technique was used in present study for analysis data i.e mean, standard deviation and 't' value. The study shows that the emotional maturity of Engineering student is extremely unstable.

❖ **Hameed and Thahira (2010)** studied Emotional Maturity and social adjustment of student teachers. Six hundred students were selected from different teacher training institute of Malappuram district of Kerala. The tools used for the study was scale of emotional maturity and social adjustment scale. The result indicated that male student teachers were more emotionally matured and socially adjusted than female student teachers. There is no positive relationship between emotional maturity and social adjustment of student teachers.

❖ **Jadhav N.S (2011)** studied Relationship between home environment and emotional maturity of college students. The sample included 200 Students selected by random sampling technique. Home environment scale and Emotional Maturity scale were used for data collection. The

Pearson coefficient and t-test techniques was adopted for data analysis. There is a positive and significant relationship between home environment and emotional maturity among boys and girls of rural background, students studying in private colleges, those belonging to low socio-economic status and students more than 20 year old. There is no positive relationship between home environment and emotional maturity among the urban, government college, those belonging to high socio-economic status and those less than 20 years old.

CHAPTER III
METHODOLOGY

CHAPTER III

METHODOLOGY

- 3.0 Introduction
- 3.1 Sample
- 3.2 Variable
- 3.3 Tools and Techniques
- 3.4 Procedure of data collection
- 3.5 Statistical Techniques used

CHAPTER III

METHODOLOGY

Research methodology involves systematic procedure the research scholar start from identification of the problem to its final conclusion. The role of methodology is to carry on the research work in scientific and valid manner. This chapter deals with the method employed to achieve the objectives of the study.

This chapter includes the selection of sample, variables, tools and techniques, procedure of data collection and statistical techniques used in the present study.

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OBJECTIVES OF THE STUDY:

- To study the family structure of secondary school students.
- To study the emotional maturity of secondary school students belonging to nuclear family.
- To study the emotional maturity of secondary school students belonging to joint family.
- To compare the emotional maturity of secondary school students belonging to nuclear and joint family.
- To study the relationship between child's birth order and emotional maturity.

HYPOTHESIS:

On the basis of the study following hypothesis are formulated.

- There is no significant difference between emotional maturity of secondary school students belonging to nuclear and joint family.
- There is no significant difference between emotional stability of students belonging to nuclear and joint family.
- There is no significant difference between emotional progression of students belonging to nuclear and joint family.
- There is no significant difference between social adjustment of students belonging to nuclear and joint family.
- There is no significant difference between personality integration of students belonging to nuclear and joint family.
- There is no significant difference between Independence of students belonging to nuclear and joint family.
- There is no significant difference between emotional maturity and child birth order (first) of students belonging to nuclear and joint family.
- There is no significant difference between emotional maturity and child birth order (second) of students belonging to nuclear and joint family.

SAMPLE OF THE STUDY:

The sample of the present study was drawn from secondary school level students studying in kendriya Vidhyalayas 1 and 2 Bhopal and by using random sampling technique and 100 students of different family structure selected as sample in which 50 from joint families and 50 from nuclear families.

Table 3.1: Sample and its distribution.

S.No	Group	No of students
1	Nuclear family	50
2	Joint family	50

VARIABLES:

There are two variables in study, emotional maturity and family structure. Emotional maturity is dependent variable and family structure is independent variable.

TOOLS AND TECHNIQUES:

In order to collect data for the present study, one of the variable i.e. family structure, will be assessed through a self made Questionnaire. The emotional maturity will be assessed with the help of Emotional Maturity scale (EMS) developed by Dr Yashwir singh and Dr Mahesh Bhargava (1990). Emotional

Maturity scale has a total of 48 items under the five categories given below:

Sr. No.	Areas	Total No. of items
a	Emotional stability	10
b	Emotional progression	10
c	Social Adjustment	10
d	Personality Integration	10
e	Independence	08
	Total	48

RELIABILITY:

The reliability of the scale as determined by test-retest method was found to be 0.75.

PROCEDURE OF DATA COLLECTION:

Researcher got recommendation letter from the Head of Department of Education for data Collection. The Principals of selected schools was contacted to seek permission for data collection. The researcher explained the purpose of the study to the students, that this data will be used for the purpose of research work only. English version of Emotional Maturity Scale was administrated (along with questionnaire) on students to find out the emotional maturity and family structure (joint and nuclear

family). Necessary instructions were given regarding answering the test item and they were asked to answer the questions within the given time. And then the investigator collected the questionnaire from the student immediately.

STATISTICAL TECHNIQUES USED:

A statistical technique such as t-test is used for finding the significance difference.

CHAPTER IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULTS

CHAPTER-IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULT

- 4.0 Introduction
- 4.1 Testing of hypotheses
- 4.2 Finding and Interpretation

CHAPTER-IV

ANALYSIS OF DATA AND INTERPRETATION OF RESULT

Analysis of data means studying the organized material in order to discover inherent facts. The data is studied from as many angles as possible to explore the new facts. Analysis requires an alert, flexible and open mind. It is worthwhile to prepare a plan of analysis before the actual collection of data.

Statistics is a body of mathematical technique or process for gathering, organizing and analysing. Quantitative statistics is a basic tool of measurement evaluation and research statistics is the data describing group behaviour or group characteristic obtained from a number of individual observers, which are combined to make generalizations possible. By statistics we can analyze and interpret the data and can draw conclusions.

The data thus collected was subjected to appropriate statistical procedure to test the hypotheses with which the study was initiated. The details of the statistical techniques employed for analysis of the data, results obtained through analysis and the decisions regarding the rejection or non-rejection of hypothesis are presented in this chapter.

Once the research data has been collected and the analysis has been made, the researcher can proceed to the stage of interpreting the result.

HYPOTHESIS:

On the basis of the study following hypothesis are formulated.

- There is no significant difference between emotional maturity of secondary school students belonging to nuclear and joint family.
- There is no significant difference between emotional stability of students belonging to nuclear and joint family.
- There is no significant difference between emotional progression of students belonging to nuclear and joint family.
- There is no significant difference between social adjustment of students belonging to nuclear and joint family.
- There is no significant difference between personality integration of students belonging to nuclear and joint family.
- There is no significant difference between Independence of students belonging to nuclear and joint family.
- There is no significant difference between emotional maturity and child birth order (first) of students belonging to nuclear and joint family.
- There is no significant difference between emotional maturity and child birth order (second) of students belonging to nuclear and joint family.

TESTING OF HYPOTHESES:

Ho 1: There is no significant difference between emotional maturity of secondary school students belonging to nuclear and joint family.

- o Table 4.1 't' value for the mean difference between emotional maturity of secondary school students belonging to nuclear and joint family

Category	N	variable	(M)	Sd	't' value	(df)
Nuclear Family	50	Emotional maturity	108.54	10.9	17.23 **	98
Joint Family	50		75.14	8.3		

**'t' value is significant at 0.01 levels

Table 4.1 gives the mean difference between emotional maturity of secondary school students belonging to nuclear and joint family.

The calculated value of 't' is found to be 17.23 . The calculated value of 't' is greater than that of table value of 't' (2.63) at 0.01 levels. The value of 't' is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level.

From the above table it is found that there is a significant difference in the emotional maturity of secondary school students belonging to nuclear and joint family. The comparison of the

means of both the family show that the student's belonging to joint family have higher emotional maturity as compared to nuclear family. It can be inferred from the finding that student from joint family interact more in large family group including grand parents and in turn learn to become tolerant , have better control over jealousy, anger and fear and always show interest and importance for others work , take initiative ,carry out responsibilities.

Ho 2: There is no significant difference between emotional stability of students belonging to nuclear and joint family.

Table 4.2 't' value for the mean difference between emotional stability of students belonging to nuclear and joint family.

Category	N	variable	(M)	Sd	't' value	(df)
Nuclear Family	50	Emotional stability	22.58	4.4	9.26 **	98
Joint Family	50		15.68	2.9		

**'t' value is significant at 0.01 levels

The calculated value of 't' is found to be 9.26. The calculated value of 't' is greater than that of table value of 't' (2.63) at 0.01 levels. The value of 't' is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level.

From the above table it is found that there is significant difference between emotional stability of students belonging to nuclear and joint family. The comparison of the means of both the family shown that the students belonging to joint family have higher emotional stability as compared to nuclear family. This may be due to the feeling of security they enjoy in the constant company of their adults of the family

Ho 3: There is no significant difference between emotional progression of students belonging to nuclear and joint family.

Table 4.3 ‘t’ value for the mean difference between emotional progression of students belonging to nuclear and joint family.

Category	N	variable	(M)	Sd	‘t’ value	(df)
Nuclear Family	50	Emotional progression	22.1	3.3	8.38 **	98
Joint Family	50		16.04	3.9		

***‘t’ value is significant at 0.01 levels

The calculated value of ‘t’ is found to be 8.38. The calculated value of ‘t’ is greater than that of table value of ‘t’ (2.63) at 0.01 levels. The value of ‘t’ is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level.

From the above table it is found that there is significant difference between emotional progression of students belonging to nuclear and joint family. The comparison of the means of both the family shown that the student’s belonging to joint family have higher emotional progress as compared to nuclear family. This may be due to their constant contact of matured adult to emulate the balanced way of managing their emotions.

Ho 4: There is no significant difference between social adjustment of students belonging to nuclear and joint family.

Table 4.4 't' value for the mean difference between social adjustment of students belonging to nuclear and joint family.

Category	N	variable	(M)	Sd	't' value	(df)
Nuclear Family	50	social adjustment	23.34	3.6	11.84 **	98
Joint Family	50		15.8	2.7		

**'t' value is significant at 0.01 levels

The calculated value of 't' is found to be 11.84. The calculated value of 't' is greater than that of table value of 't' (2.63) at 0.01 levels. The value of 't' is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level.

From the above table it is found that there is significant difference between social adjustment of students belonging to nuclear and joint family. The comparison of the means of both the family shows that the students belonging to joint family have higher social adjustment as compared to nuclear family. Because there are so many are there for advising them at their stressful time.

Ho 5: There is no significant difference between personality integration of students belonging to nuclear and joint family.

Table 4.5 't' value for the mean difference between personality integration of students belonging to nuclear and joint family.

Category	N	variable	(M)	Sd	't' value	(df)
Nuclear Family	50	personality integration	21.82	3.4	10.62**	98
Joint Family	50		14.7	3.3		

**'t' value is significant at 0.01 levels

The calculated value of 't' is found to be 10.62 . The calculated value of 't' is greater than that of table value of 't' (2.63) at 0.01 levels. The value of 't' is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level.

From the above table it is found that there is significant difference between personality integration of students belonging to nuclear and joint family. The comparison of the means of both the family shown that the students belonging to joint family have higher personality integration as compared to nuclear family. This is due to the reason that they share their happy and sad movements with the adults.

Ho 6: There is no significant difference between independence of students belonging to nuclear and joint family.

Table 4.6 't' value for the mean difference between independence of students belonging to nuclear and joint family .

Category	N	variable	(M)	Sd	't' value	(df)
Nuclear Family	50	Independence	18.7	2.74	10.07 **	98
Joint Family	50		12.88	3.03		

**'t' value is significant at 0.01 levels

Table 4.6 The calculated value of 't' is found to be 10.07. The calculated value of 't' is greater than that of table value of 't' (2.63) at 0.01 levels. The value of 't' is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level.

From the above table it is found that there is significant difference between independence of students belonging to nuclear and joint family. The comparison of the means of both the family shown that the students belonging to joint family have higher independence as compared to nuclear family. This can be attributed to the challenges and responsibilities placed on them.

The present study reported that there is a significant difference between emotional maturity of students belonging to nuclear and joint family. This research have been support from the findings of Nanda and Chawla (2005) and Saima and Sharma (2009). Which is found to be similar as that of present study.

Ho 7: There is no significant difference between emotional maturity and child birth order (first) of students belonging to nuclear and joint family.

Table 4.7 't' value for the mean difference between emotional maturity and child birth order(first) of students belonging to nuclear and joint family.

Category	N	variable	(M)	Sd	't' value	(df)
Nuclear Family	30	birth order (first)	108.37	9.63	14.6 **	58
Joint Family	30		71.63	9.86		

**'t' value is significant at 0.01 levels

Table 4.7 The calculated value of 't' is found to be 14.6. The calculated value of 't' is greater than that of table value of 't' (2.68) at 0.01 levels. The value of 't' is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level.

From the above table it is found that there is significant difference between emotional maturity and child birth order (first) of students belonging to nuclear and joint family. The comparison of the means of both the family shows that the students belonging to joint family with first birth order have higher emotional maturity as compared to nuclear family. Accompanying his position of leadership in the family are certain responsibility which he assume. The elder child is often expected to set an example for younger child.

Ho 8: There is no significant difference between emotional maturity and child birth order (second) of students belonging to nuclear and joint family

Table 4.8 't' value for the mean difference between emotional maturity and child birth order (second) of students belonging to nuclear and joint family.

Category	N	variable	(M)	Sd	't' value	(df)
Nuclear Family	20	birth order (second)	113.9	10.25	12.79 **	38
Joint Family	20		77.85	7.32		

**'t' value is significant at 0.01 levels

The calculated value of 't' is found to be 12.79. The calculated value of 't' is greater than that of table value of 't' (2.71) at 0.01 levels. The value of 't' is significant at 0.01 level. Hence the null hypothesis is rejected at 0.01 level.

From the above table it is found that there is significant difference between emotional maturity and child birth order (second) of students belonging to nuclear and joint family. The comparison of the means of both the family show that the students belonging to joint family with first birth order have higher emotional maturity as compared to nuclear family. The difference may due to the availability of help they from their elder brother and family members.

CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS



CHAPTER V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

5.1 Summary of the study

5.2 Finding of the study

5.3 Conclusion

5.4 Recommendation for further research studies

5.5 Educational Implication

◦

CHAPETR V

SUMMARY, CONCLUSION AND RECOMMENDATIONS

In this chapter summary, finding, conclusion, implication and recommendations are presented. This is followed by the education implication based on finding of the study and recommendations for further researches on related area have also been outlined.

The present study was an attempt to find out the “Emotional maturity of secondary school students belonging to joint and nuclear family”. By using random sampling technique 100 students of two Kendriya Vidhyalaya was selected as a sample which includes 50 students each from joint family and nuclear family. For assessing family structure self made questionnaire is used and Emotional Maturity accessed through Emotional Maturity scale given by Singh and Bhargava. The design of the study was descriptive survey. For analyzing the data statistical technique t-test is used. Results of the study revealed that the students from joint families were emotional matured as compared to their counterparts.

OBJECTIVES OF THE STUDY:

- To study the family structure of secondary school students.
- To study the emotional maturity of secondary school students belonging to nuclear family.

- To study the emotional maturity of secondary school students belonging to joint family.
- To compare the emotional maturity of secondary school students belonging to nuclear and joint family.
- To study the relationship between child's birth order and emotional maturity.

HYPOTHESIS:

On the basis of the study following hypothesis are formulated.

- There is no significant difference between emotional maturity of secondary school students belonging to nuclear and joint family.
- There is no significant difference between emotional stability of students belonging to nuclear and joint family.
- There is no significant difference between emotional progression of students belonging to nuclear and joint family.
- There is no significant difference between social adjustment of students belonging to nuclear and joint family.
- There is no significant difference between personality integration of students belonging to nuclear and joint family.
- There is no significant difference between Independence of students belonging to nuclear and joint family.

- There is no significant difference between emotional maturity and child birth order (first) of students belonging to nuclear and joint family.
- There is no significant difference between emotional maturity and child birth order (second) of students belonging to nuclear and joint family.

Findings

- Significant difference was found in emotional maturity among students of joint family and nuclear family.
- Significant difference was found in emotional stability of the students of joint family and nuclear family.
- Significant difference was found in emotional progression between the students of joint family and nuclear family.
- Significant difference was found in Social adjustment between the students of joint family and nuclear family.
- Significant difference was found in Personality integration between the students of joint family and nuclear family.
- Significant difference was found in Independence between the students of joint family and nuclear family.

- Significant difference was found in emotional maturity and birth order (first) of the student of joint family and nuclear family.
- Significant difference was found in emotional maturity and birth order (second) of the student of joint family and nuclear family.

Conclusion

From the above results it is clear that type of family has a great impact on emotional maturity. Joint family system has a positive influence on emotionality because higher percentage of students was found to be stable and no student was found to be extremely unstable in joint family. The reason behind this could be that in joint family system there are more members in the family, this increases chance of discussing the emotions, since there are more number of adults advising young ones during their stressful period. Whereas such intimacy is not found in nuclear family where the number of family members are very less and majority of mothers are working. The present study has supported by the study done Nanda and Chawla (2006).

Educational implication.

- For the teachers it will for them to know about the behaviour of their students towards class. So that they could help for their betterment.
- For the parents to understand the reaction pattern of their children in different situation and facilitated there behaviour in understanding the problem, leading them towards proper adjustment with situations.

Recommendation for further research studies

- The study can be carried out on larger sample.
- The sample of present study was limited to Bhopal cit only, but the similar study done on an other sample at district level or regional level.
- The similar study can be done as case study also.
- In the present study emotional maturity studied with family structure it can also studied along with other variable like gender, rural, as well as urban students.

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**STUDY OF EMOTIONAL MATURITY OF SECONDARY
SCHOOL STUDENTS BELONGING TO NUCLEAR AND
JOINT FAMILY**

PERSONAL INFORMATION

Name of the Student

.....

Class

Section

School

.....

Date of Birth

Age

.....

Fathers Name

.....

Mothers Name

.....

QUESTIONNAIRE (For assessment of Family Structure)

Instruction

1. Attempt all the questions.
2. Tick one appropriate option which is true in your case.
3. Please do not discuss with other while answering the questions.

Q1. Educational qualification of your Father?

- [a] 10+2 [b] Graduate
[c] Post Graduate [d] Any other

Q2. Educational qualification of your Mother?

- [a] 10+2 [b] Graduate
[c] Post Graduate [d] Any other

Q3. What kind of Employment your father is engaged in?

- [a] Business [b] Private Job
[c] Government Service [d] Any other

Q4. What kind of Employment your Mother is engaged in?

- [a] Business [b] Private Job
[c] Government Service [d] House Wife

Q5. What is the Monthly income of your family?

- [a] Rs. 4000-7000 [b] Rs. 7000-10000
[c] Rs.10000-13000 [d] Rs.13000 and above

Q6. Who are the earning members of your family?

- [a] Only Father [b] Only Mother
[c] Father& Mother Both [d] Any other

Q7. How many members are there in your family?

- [a] 3 [b] 4
[c] 5 [d] If More than 5
Please specify

Q8. What is your birth order in the family?

- | | | |
|--|---|--------------------------|
| <input type="checkbox"/> [a] First Child | <input type="checkbox"/> [b] Second Child | <input type="checkbox"/> |
| <input type="checkbox"/> [c] Third Child | <input type="checkbox"/> [d] Some other
Please specify | <input type="checkbox"/> |

Q9. Who are the members in your family?

- | | | |
|--|---|--------------------------|
| <input type="checkbox"/> [a] Parents | <input type="checkbox"/> [b] Brother - Sister | <input type="checkbox"/> |
| <input type="checkbox"/> [c] Grand parents | <input type="checkbox"/> [d] All above | <input type="checkbox"/> |

Q10. What kind of family you belong to?

- | | | |
|--|--|--------------------------|
| <input type="checkbox"/> [a] Joint Family | <input type="checkbox"/> [b] Nuclear Family | <input type="checkbox"/> |
| <input type="checkbox"/> [c] Staying alone | <input type="checkbox"/> [d] If Any other
Please specify..... | <input type="checkbox"/> |

Consumable Booklet



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Dr. Yashvir Singh (Agra)
Dr. Mahesh Bhargava (Agra)

of
E M S-SB
(English Version)

Please fill up the following details : -

Name _____

Age _____ Sex _____ Education _____

Occupation _____ Income (per month) _____

Marital Status (Married/Unmarried) _____

Community (Village / Town / City) _____

Number of Children _____

INSTRUCTIONS

In the following pages are given fortyeight statements about yourself. Five possible modes of responses are provided, such as : **Very much; Much ; Undecided ; Probably** and **Never**. Read each statements carefully and mark tick in **ANY ONE** of the five alternative response modes to indicate your level of agreement with the particular content of the statements. Do not think too much while answering, whatever you feel may indicate.

YOUR RESPONSES WOULD BE KEPT CONFIDENTIAL.

Please turn over the page and start

SCORING TABLE

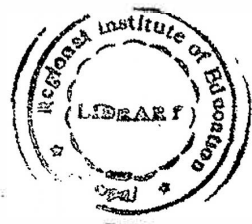
AREA	A	B	C	D	E	Total Score	Emotional Maturity Level
SCORE							

Estd. 1971

☎ : (0562) 2464926

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STATEMENTS	RESPONSES					
	Very Much	Much	Un-decided	Probably	Never	Score
Do you suffer from any kind of fear ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Do you lose your mental balance (poise) ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Are you in the habit of stealing of any thing ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Do you indulge freely without bothering about moral codes of conduct ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Are you pessimistic towards life ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Do you have a weak will ? (self-will or determination).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Are you intolerant about the views of others ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
SCORE OF PART - D						<input type="text"/>

PART - E

Do people consider you as undependable ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Do people disagree with your views ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Would you like to be a follower ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Do you disagree with the opinions of your group ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Do people think of you as an irresponsible person ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Don't you evince interest in other's work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Do people hesitate to take your help in any work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
Do you give more importance to your work than other's work ?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="radio"/>
SCORE OF PART - E						<input type="text"/>