

**Perceived Parental Encouragement and Self-Concept in  
Relation to Adjustment in Adolescents**

**A Thesis submitted**

*In the partial fulfillment of the requirement for the degree of*

**PG Diploma in Clinical and Counselling Psychology**



**THAPAR INSTITUTE**  
OF ENGINEERING & TECHNOLOGY  
(Deemed to be University)

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**PATIALA**

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## CERTIFICATE

This is to certify that the thesis entitled “**Perceived Parental Encouragement and Self-Concept in relation to Adjustment in Adolescents**” is being submitted in partial fulfillment of requirements for the award of degree of **PG Diploma in Clinical and Counselling Psychology**, in the **School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology (Deemed University), Patiala**, is a bonafide work carried out under the supervision of **Dr. (Mrs.) Surinder Kaur**, Visiting Professor, and that no part of this project has been submitted for the award of any other degree.

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This is to certify that above statement made by the student concerned is correct and true to the best of my knowledge.

  
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## CANDIDATE'S DECLARATION

I hereby declare that the work presented in this thesis entitled, "**Perceived Parental Encouragement and Self-Concept in relation to Adjustment in Adolescents**" in partial fulfillment of the requirement for the award of Degree of PG Diploma in Clinical and Counselling Psychology, submitted in the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology (Deemed University), Patiala is an authentic record of my own work carried out under the supervision and guidance of Dr. (Mrs.) Surinder Kaur, Visiting Professor, the School of Humanities and Social Sciences, Thapar Institute of Engineering and Technology (Deemed University), Patiala and referred work of other researchers are duly listed in the reference section.

The matter embodied in this thesis has not been formed on the basis for the award of any other degree of this or any other university.

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## LIST OF ABBREVIATIONS

Var	Variables
PE	Parental Encouragement
EmoAdj	Emotional Adjustment
Soc Adj	Social Adjustment
Edu Adj	Educational Adjustment
OA Adj	Overall Adjustment
Beh Adj	Behavioural Adjustment
Int	Intellectual
Phy App	Physical Appearance
FreeAnx	Freedom from Anxiety
Pop	Popularity
Hapi	Happiness
SC	Self Concept
OA	Overall
SC	Self Concept
Percep	Perception

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## Abstract

Parental encouragement, self concept and adjustment are important aspects of adolescent life and are related with each other. Present study researched up on the contribution of parental encouragement and self concept towards the adjustment of adolescents. 184 adolescents in the age range of 16 to 18 were tested on Parental Encouragement Scale, Adjustment Inventory, and the Self disclosure scale. Analysis of the result revealed that parental encouragement is related to emotional adjustment ( $r = -.29^{**}$ ,  $p < 0.01$ ) and have a positive correlation with overall self concept of the adolescents ( $r = .26^{**}$ ,  $p < 0.01$ ). Self- Concept was found to have a negative correlation with overall adjustment ( $r = -.36^{**}$ ,  $p < 0.01$ ) with emotional adjustment ( $r = -.35^{**}$ ,  $p < 0.01$ ) with social adjustment problems ( $r = -.28^{**}$ ,  $p < 0.01$ ) and educational adjustment problems ( $r = -.16^*$ ,  $p < 0.05$ ). The self concept is negatively related to adjustment because higher score indicates adjustment problems, thus the correlation is negative. Adolescent with Low self concept had more difficulties with adjustment than those who had high self concept. Similarly adolescent who perceived low parental encouragement had adjustment problems.

**Keywords:** Parental Encouragement Attributes of self concept, Freedom from anxiety, Adjustment

## **CHAPTER-1**

# **Perceived Parental Encouragement and Self-Concept in Relation to Adjustment in Adolescents**

### **INTRODUCTION**

#### **1.1 Parental Encouragement**

The adolescent is the age of adjustments as a concomitant to bodily changes; they also have to cope up with the increasing demands of the parents, friends, and society. They may sometimes tend to feel confused, directionless and trapped. There are very few who can escape from the trap of stress caused by the demands made upon them. Adolescent's attention is divided towards finding their own identity, affiliation within a peer group and sustains their heterogeneous relationships. Adolescents have to face social, emotional, and educational challenges and educational attainment. They use a variety of techniques and strategies while passing through a process of adjustment.

Rao (1997) explained about adjustment, that it is a pleasant association of an individual with his surroundings that give him a comfortable atmosphere, far from strains, stresses, conflicts, and disturbances". Thus an adjustment is an interface between the "individual and his surroundings", each demanding something new from one another. However in such conditions the need of adolescents to feel accepted and nurtured by adults increases. A word of encouragement from within the individual or from parents is a godsend message for them during this phase. Parental

encouragement helps the child to face the problems without getting disturbed in any difficult phase. The encouragement may be of any kind either in the form of approval or disapproval that helps the adolescent to modify the unproductive behavior. This kind of encouragement leaves a lasting effect on the mind of the child.

## **1.2 Adjustment**

Adjustment is both individual and social. Individual's adjustment tells how an individual is free from internal conflicts and tensions. The social aspects reveal how an individual has established a satisfactory relationship between himself and his environment, between his needs and desires and those of other people. Parental encouragement seems to influence young adolescent's level of adjustment at all home, health, emotional, and social levels. Consequences of the interaction leave an impression on the mind of an adolescent affecting his self-concept. Parents can provide optimal conditions for the overall development of their child. Parents can encourage and motivate their children to aspire high towards educational goals. Thus, parental encouragement can affect the adjustment in each sphere of the school going children.

Rao and Islam (1997) stated that parents are the first and most consistently available source to provide emotional safety and motivation while the adolescent is busy in exploratory the environment. Rossi (1965) stated that encouragement of parents is "when they approve or disapprove of any behavior or guide the children right if they are wrong".

Kanu Priya and Jassal, (2011) mentioned in their study that encouragement from parents develops a spirit of competitiveness in the child so they perform better in

school and life. Henderson and Berla (1994) concluded from their study encouragement of parents have a positive impact on students 'knowledge attainment.

Wade (2004) said that parenting influence the intellectual, educational and social adjustment. Consistent encouragement helps children to set and meet the goal in life. Varshney (2007) stressed that the attainment of knowledge is influenced by the cordial relationship between adolescents and their parents. Parental encouragement helps the child not to feel discouraged during difficulties and enhances their capabilities to emerge in the face of any kind of emergencies arising out of situations.

### **1.3 Multi-Dimensional Self-Concept**

Apart from parental encouragement, the second support to the adolescent comes from his/her own self-concept. Self- concept is a value comprising positive or negative thoughts that one attaches to self (Woolfolk,). It is a cognitive and intellectual or overall understanding of oneself (Huitt, 2004). In other words, Self-concept is the self-assessment, awareness, and insight of one's abilities which could be true or false (Hormuth, 2010). Understanding about self also includes the other's judgment about them. Self-worth plays a prominent role in an adolescent's life. Better progress is associated with better performance (Nasir & Lin, 2012). Seligman and Csikszentmihalyi (2000) associated the negative concept with weakening the person's positive self-concept and increased vulnerability to depression and low efficiency.

## **CHAPTER-2**

### **REVIEW OF LITERATURE**

#### **2-1 General impact of Parental Encouragement**

Many studies have been conducted in relation to parental encouragement and development of children. A study by Jeynes (1992) on parental encouragement found a positive impact of PE on the educational attainment. Trusty (1999) conveyed that parents' communication, support, and encouragement in lower classes improved their performance in high school. Kumar and Gupta (2009), reported a significant impact of parental encouragement on school performance. Parental encouragement was associated with obtaining better grades than those with lower grades (Agarwal and Pande, 1997); better achievement in all the spheres of life (Braxton 1999). Encouragement from parents was also found to be a predictor of achievement motivation (Saikia and Kalita 2008; Malik and Chawla, 2009).

Carter and Wajthiewicz (2000) studied the impact of parental encouragement on 25000 school going kids. Their study found that daughters perceive and acknowledge more parental encouragement than sons. Aggarwal (1997) also studied gender differences in parental encouragement upon education. Daughters were found to be more encouraged than sons and parental encouragement had a positive effect on the educational development. Malik and Chawla (2009) did not find any gender differences in respect to parental encouragement by the adolescent.

Mishra (2004) also agreed that a favorable attitude consisting of support, care, intimacy, towards the child makes him/her identify themselves with their parents and helps in developing a better self-concept. Singh and Ahmad (2004) found no effect of parental encouragement on the physical, temperamental, moral and educational but

for social self- concept. Whereas contradictory findings were reported by Vashistha (2004) that children belonging to high parental encouragement group have a high self- concept as compared to children from low encouragement group. Joshi (2001) reported that parental encouragement influenced classroom morale. Adolescents who were active in school activities their parents were more encouraging than the parents of non active students (Shumow and Miller, 2001).

Kumari (2011) found in her study that quality and type of parental behavior have a significant impact on the development of specific personality traits in children. Sears et al (1957) reported encouraging parents had more intelligent children than those who had either discouraging or cold parents. Kanupriya et al (2011) found parental encouragement is correlated with academic anxiety and performance of the adolescents. Educational achievement was found to be associated with high parental encouragement (Kaur J 2013).

Sanders and Sheldon, (2009) stated that children from favorable home do well in social adjustment. Their personality traits show qualitative differences, high on educational achievement and play as compared to children from unfavorable home environment. Chauhan (2013) found in his study a significant difference in male and female students, females having better adjustment than the boys. Mansingbhai & Patel (2013) found gender differences in health, social and emotional adjustment whereas

Makwana & Kaji (2014) did not find any gender differences in home, school, and emotional adjustment. But on social adjustment, the difference between boys & girls was significant at  $p < 0.05$  levels. Boys were better adjusted socially than girls.

Urban and rural setup also plays an important role in parental encouragement. In one of the studies, it was found that urban students got more parental encouragement than rural students (Bindu and Aruna, 2014). Sekar and Mani (2013) found parental

encouragement as a predictor of academic attainment in college students. They carried out research on parental involvement. Finkenauer et al, (2005) researched about parental involvement and achievement. They found both are related to each other positively. Findings indicated that children from a democratic home environment exhibited superior adjustment in all areas compared to their counterparts reared in an authoritarian home environment. Parenting behaviors are related to emotional and behavioral problems among adolescents.

## **2.2 Impact of self-concept on adjustment**

Verschueren and colleagues (1996) studied social acceptance and social adjustment in children. Results showed a significant positive relationship between self-image and social acceptance. Rey and Elliot (2006) showed that self-concept and social skills are predictors of adjustment. Whereas Wilbum & Smith, (2005) associated emotional and social adjustment with positive self-concept. A meta-analysis carried out by Huang (2011) revealed a positive correlation between self-concept and higher educational achievement.

Litovsky (1983) reported from his study that positive self-concept develops in an acceptable atmosphere. Raju and Rahamtulla (2007) associated school variables related to adjustment problems among school students like the class, the medium of instruction and type of management. Adhiambo, Odwar, and Mildred (2011) showed no significant differences between girls and boys in school adjustment.

Velmurugan and Balakrishn (2011) found self-concept to be highly related to social adjustment among the higher secondary school students. Louis & Emerson (2012) reported problems in the domain of emotional, social and educational in higher secondary students. However, there were no significant gender differences.

Astone and Sara (1991) examined the impact of family structure on children's achievement. The findings of the study revealed low parental encouragement leads to low scholastic achievement.

Lamborn et al. (1991) studied the patterns of competence and adjustment among adolescents from authoritative, authoritarian, indulgent, neglectful homes. It was confirmed adolescents who describe their parents as either neglectful or lenient were low on adjustment. A study by Steinberg et al. (1992) associated authoritative style of rearing with improved school performance.

Some studies reported that parental encouragement is the base of intrinsic motivation in the students (Ginsburg and Bronstein's 1993). Dubois et al. (1994) found a significant impact of family support and the quality of parent-child relationships scholastic achievement. Parental encouragement impacted the school achievement truancy and dropping out behavior in white and middle-class students (McNeal 1999).

### **2.3 Research Gap**

Quite a bit of research has been conducted on adjustment problems of the adolescents. But the three important aspects in the young adolescents' life i.e parental encouragement and self-concept and adjustment that make him/her a capable of the young adult are not studied in relation to each other but individually that initiated me to take up this study

## **CHAPTER-3**

### **MOTIVATION, RATIONALE, OBJECTIVES**

#### **HYPOTHESES & SIGNIFICANCE**

##### **3.1 MOTIVATION FOR THE STUDY**

Study by Rossi (1985) that parental encouragement reduces the anxiety level of children and their performance will improve in life. Mishra (2004) reported that favorable attitude of parents consisting of support, care, intimacy, towards the child makes him / her identify themselves with their parents and helps them in developing a better self concept. These two studies were the base to take up the study.

##### **3.2 RATIONALE OF STUDY**

Parental Encouragement helps the adolescent to develop a positive self concept. Self concept affects the interpersonal communication in positive direction impacting the adjustment status of the individual in his surroundings. Most of the researchers have undertaken their studies on parent-child relationship and academic performance. The present study tries to understand the relationship between perceived parental encouragement and self-concept of adolescents on their emotional, social and educational adjustment. The present study will highlight the predictor variables of self- concept and parental encouragement in explaining the variance for adjustment problems in adolescents.

### **3.3 OBJECTIVE OF THE STUDY**

1. To study the affect of perceived parental encouragement on the development of self concept of the adolescents
2. To study the self concept in relation to the adjustment in adolescents
3. To study the relationship between boys and girls on perceived parental encouragement and self disclosure of the self concept
4. To study the perceived parental encouragement and its relation to adjustment in adolescent

### **3.4 HYPOTHESES**

Review of literature has shown importance of parental encourage in school setups self concept in relation to adjustment. Some of the authors talked about gender differences on the aspects and some revealed no differences. Based on review of literature hypotheses were formulated

- H<sub>1</sub> Parental encouragement has a positive relationship with adjustment in adolescents
- H<sub>2</sub> Parental encouragement has a positive relationship with self concept of adolescents
- H<sub>3</sub> Self Concept has a positive relationship with adjustment in adolescents
- H<sub>4</sub> There would be no difference between males and females in the areas of emotional, social, educational and the total adjustment.
- H<sub>5</sub> There would be no gender difference in self concept
- H<sub>6</sub> There would be no gender difference on perceived parental encouragement

- H<sub>7</sub> There would be no difference on adjustment between adolescents with high Self-Concept and with low self concept
- H<sub>8</sub> There would be no difference between high and low perceiver of parental encouragement on adjustment
- H<sub>9</sub> There may be no difference between high and low perceiver of parental encouragement on self -concept

### **3.5 SIGNIFICANCE OF THE STUDY**

Study will have its impact in counseling especially in parental counseling where the question of rearing the child comes. They can be made aware of about simple aspects of their interaction with the young adolescents at home and help them in getting developed overall.

## CHAPTER-4

### METHOD

#### 4.1 SAMPLE

Sample of 184 adolescents in the age range of 16 to 18 participated in the study. Purposive sampling technique was used to draw the sample from the population.

#### 4.2 DESIGN

Variables treated as independent in this study were perceived parental encouragement and multi-dimensional self-concept and adjustment at emotional, social and educational level as a dependent variable.

#### 4.3 PSYCHOLOGICAL TOOLS

- 1. The Piers-Harris Children's Self-Concept Scale:** Gives scores on behavioral adjustment, intelligence and school status, physical appearance, freedom from anxiety, popularity and happiness and satisfaction. The scale is intended for use with children and adolescents ages eight to eighteen years old. Piers (1964) reported the reliability coefficients ranged .42 to .96. The validity of the test is .34 to .68.
- 2. The school Adjustment Inventory (Sinha et al).** There are three areas of adjustment viz. emotional, social and educational measured by 60 items of the scale. The test is used for the age group of 14-18 years. Each item of the inventory has two answers: 'Yes' and 'No'. The subject is to encircle one response out of the two. The reliability coefficient of the test is 0.94.

**3. Parental Encouragement Scale (PES)** developed by R.R Sharma.

Parental Encouragement scale contains 40 items with three response alternatives. The reliability of the scale was found to be .83. The validity of the Parental Encouragement Scale was found to be .68.

**4.4 STATICALLY ANALYSIS**

Data obtained was analyzed using descriptive analysis, correlation and regression analysis and t-test. Results are discussed in chapter 5.

## CHAPTER-5

### RESULTS

The data obtained on the subjects were scored and analyzed using the descriptive statistics Pearson product moment correlation method, regression analysis and t tests. The results of the study are discussed below taking into consideration each hypothesis separately.

#### **H<sub>1</sub>: Parental encouragement has a positive relationship with adjustment in adolescent**

To verify this hypothesis correlation was calculated between scores obtained on Parental Encouragement and adjustment inventory measuring adjustment in three different areas; viz. emotional, social, educational and also the overall score on adjustment. Parental Encouragement was found to have negative correlation with adjustment of the adolescents ( $r = -.18^*$ ,  $p < 0.05$ ). Higher the parental encouragement better the adjustment or lower the problems in the adjustment (Higher score on adjustment inventory, indicates adjustment problems). Further parental encouragement showed negative correlation with all other *areas* of adjustment. Correlation with emotional adjustment was found to be ( $r = -.29^{**}$ ,  $p < 0.01$ ). Correlation with Social adjustment and educational adjustment was found to be non-significant and very low. The hypothesis is partially accepted. Refer Table No.-1 for the results.

Table No.1 Correlations between parental encouragement and scores in different areas of adjustment

	OA Adj	Emo Adj	Soc Adj	Edu Adj
Parental Encouragement	-.18*	-.29**	-.054	.014

\*Significant at the 0.05 level \*\*Significant at the 0.01 level

Nature of correlation research indicates only the relationship between the two or more variables but no causal relationship is sought. Hence bivariate correlation cannot be interpreted directly as an index of the degree to which scores on one variable can be accurately predicted from scores on another variable. This limits the findings as to speculate about the existence of any cause and effect relationship. The regression analysis provides an opportunity with little ambiguity to assess the importance of each of the predictors in the overall relationship. To explore the causal relationships between the independent (predictor variable) and dependent variables, linear regression analysis using SPSS version 20 was carried out. Parental encouragements explained about 2% of variance in over all adjustment. Similarly parental encouragement explained 6% of variance in emotional adjustment. See Table No. 2 for results

Table No 2: Regression analysis of parental encouragement for on overall adjustment and emotional adjustment

Predictive variable	Dependent variable	B	Std Error	Beta	t	Adjusted R <sup>2</sup>
Parental encouragement	Overall adjustment	-.088	.054	-.121	1.63	0.02
	Emotional adjustment	-0.108	0.031	-0.248	3.447	0.06

\*Significant at the 0.05 level \*\*Significant at the 0.01 level

**H<sub>2</sub> : Parental encouragement has a positive relationship with self concept of adolescents**

To verify this hypothesis correlation between scores obtained on Parental Encouragement and scores obtained by subjects on self disclosure questionnaire measuring self-concept and six different attributes towards the self were analysed using a correlation techniques. Parental Encouragement was found to have a positive correlation with overall self concept of the adolescents ( $r=.26^{**}$ ,  $p < 0.01$ ). Further parental encouragement showed positive correlation with all other attribute of self. Relationship with intelligence attribute ( $r=.32^{**}$ ,  $p < 0.01$ ), Physical appearance ( $r=.23^{**}$ ,  $p < 0.01$ ), behavioral adjustment ( $r=.18^*$ ,  $p < 0.05$ ) and happiness attributes ( $r=.15^*$ ,  $p < 0.05$ ). Positive correlation was seen between parental encouragement and attributes of freedom from anxiety ( $r=.12$ ) and popularity ( $r=.11$ ) though not significant. Thus the hypothesis is accepted. Refer Table No.-3 for the results.

Table No -3: Correlations between parental encouragement and different attributes of self -concept of adolescents

	P E	Beh Adj	Int	Phy App	Anx free	Pop	Hapi Ness	OA SC
PE	1	.18*	.32**	.23**	.12	.11	.15*	.26**

\*Significant at the 0.05 level

\*\*Significant at the 0.01 level

**H<sub>3</sub> :Self Concept has a positive relationship with adjustment in adolescents**

To verify this hypothesis, scores obtained on self disclosure questionnaire generating a grand score indicating overall self concept and on six different attributes of the self concept and adjustment inventory scores were analysed using Pearson product movement correlation. The overall score on Self- Concept was found to have

sa negative correlation with overall adjustment ( $r=-.36^{**}$ ,  $p < 0.01$ ), emotional adjustment ( $r=-.35^{**}$ ,  $p < 0.01$ ), social adjustment ( $r=-.28^{**}$ ,  $p < 0.01$ ) and educational ( $r=-.16^* = p < 0.05$ ).

Other attributes of self concept like Behavioral adjustment has significant negative correlation with emotional ( $r=-.36^{**}$ ,  $p < 0.01$ ) and social ( $r=-.17^*$ ,  $p < 0.05$ ). Intellectual attribute with emotional ( $r=-.41^{**}$ ,  $p < 0.01$ ) social adjustment ( $r=-.16^*$ ,  $p < 0.05$ ). Like freedom from anxiety with emotional adjustment ( $r=-.31^{**}$ ,  $p < 0.01$ ), social adjustment ( $r=-.34^{**}$ ,  $p < 0.01$ ) and educational adjustment ( $r=-.28^{**}$ ,  $p < 0.01$ ). Popularity with social adjustment problems ( $r=-.28^{**}$ ,  $p < 0.01$ ) and educational adjustment problems ( $r=-.18^*$ ,  $p < 0.05$ ) and emotional adjustment problems ( $r=-.165^*$ ,  $p < 0.05$ ). The hypothesis was accepted. See Table No. 4 for results.

Table No.4: Correlations between Self -concept of adolescents and adjustment

Var	Emo Adj	Soc Adj	Edu Adj	OA Adj	Beh adj	Int	Phy App	Free Anx	Pop	Hapi ness	OA SC
Emo Adj	1										
Soc Adj	.28**	1									
Edu Adj	.31**	.51**	1								
OA Adj	.79**	.71**	.74**	1							
Beh Adj	-.36**	-.16*	-.07	-.29**	1						
Inte	-.40**	-.15*	-.08	-.32**	.53**	1					
Phy App	-.04	-.001	.07	.004	-.03	.31**	1				
Free Anx	-.31**	-.33**	-.28**	-.40**	.58**	.51**	.06	1			
Pop	-.11	-.28**	-.18*	-.23**	.46**	.42**	.03	.57**	1		
Happi	-.17*	-.07	.04	-.10	.39**	.44**	.32**	.46**	.32**	1	
OA SC	-.35**	-.28**	-.16*	-.36**	.76**	.79**	.32**	.82**	.73**	.64**	1

\*Significant  $P < 0.05$  level \*\*Significant  $P < 0.01$  level

To select the best predictors from attributes of the self concept for predicting total adjustment, stepwise regression analysis was conducted. Out of six attributes of self concept two attributes of self concept, Freedom from anxiety and intellectual emerged as the predictors of total adjustment. Freedom from anxiety explained 14.6% of the total variance and intellectual attribute 1.9% of the total variance. Results are shown in Table No. 5

Table No 5: Regression analysis of freedom from anxiety and intellectual for overall adjustment

<b>Predictor Variables</b>	<b>Dependent Variable</b>	<b>B</b>	<b>Std error</b>	<b>Beta</b>	<b>t</b>	<b>Adjusted R<sup>2</sup></b>
Freedom from anxiety	Overall adjustment	-.677	.178	-.29	3.809**	.146
Intellectual attribute		-.469	.207	-.177	2.263*	.165

\*Significant P< 0.05 level \*\*Significant P< 0.01 level

To select the best predictors from attributes of the self concept of emotional adjustment, stepwise regression analysis was conducted. Out of six attributes of self concept attribute intellectual emerged as the best and only predictor of emotional adjustment. This variable explained 16.4% of the total variance. Refer Table No 6

Table No 6: Regression analysis of intellectual attribute for emotional adjustment

<b>Predictor Variable</b>	<b>Dependent Variable</b>	<b>B</b>	<b>Std error</b>	<b>Beta</b>	<b>t</b>	<b>Adjusted R<sup>2</sup></b>
Intellectual attribute	Emotional Adjustment	-.649	.107	-.411	6.082**	.164

\*Significant P< 0.05 level \*\*Significant P< 0.01 level

To select the best predictors from attributes of the self concept of social adjustment, stepwise regression was conducted. Out of six attributes of self concept attribute freedom from anxiety emerged as the best predictor of social adjustment. 9% of the variance was explained by freedom from anxiety. Refer Table No 7 for the results

Table No 7: Regression analysis of freedom from anxiety for social adjustment

<b>Predictor Variable</b>	<b>Dependent Variable</b>	<b>B</b>	<b>Std error</b>	<b>Beta</b>	<b>t</b>	<b>Adjusted R<sup>2</sup></b>
Freedom from anxiety	Social Adjustment	-.260	.058	-.316	4.501**	.095

\*Significant P< 0.05 level \*\*Significant P< 0.01 level

To select the best predictors from attributes of the self concept of educational adjustment, stepwise regression analysis was conducted. Out of six attributes of self concept attribute freedom from anxiety and happiness emerged as the predictor of educational adjustment. Freedom from anxiety predicts 6.4% and happiness 3%. Together they predict 9.4%. Refer Table No. 8

Table No 8: Regression analysis of freedom from anxiety and happiness for educational adjustment

<b>Predictive variable</b>	<b>Dependent Variable</b>	<b>B</b>	<b>Std error</b>	<b>Beta</b>	<b>t</b>	<b>Adjusted R<sup>2</sup></b>
Freedom from anxiety	Educational Adjustment	-.325	.072	-.360	4.529**	.064
Happiness		.412	.156	-.210	2.636**	.094

\*Significant P< 0.05 level \*\*Significant P< 0.01 level

**H<sub>4</sub>: There would be no difference between males and females in areas of emotional, social, educational and the overall adjustment.**

To test the hypotheses sample was divided into two groups' boys and girls. The hypothesis is partially accepted it was only the educational adjustment that was affected Girls compared to boys showed better adjustment. See Table No. 9

Table No 9: Mean, Sd, and t values between boys and girls with regard to adjustment in different areas

<b>Variables</b>	<b>Boys</b>	<b>Sd</b>	<b>Girls</b>	<b>Sd</b>	<b>t</b>	<b>Df</b>	<b>Sig</b>
	<b>N =94</b>		<b>N=91</b>				
	<b>Mean</b>		<b>Mean</b>				
Emo	4.63	3.78	4.40	3.42	.417	183	.67
Adj							
Soc	10.60	1.83	10.36	2.51	.72	183	.47
Adj							
Edu	10.09	2.34	10.76	2.41	1.98	183	.05
Adj							
OA	25.31	6.11	25.53	6.37	.24	183	.81
Adj							

\*Significant P< 0.05 level \*\*Significant P< 0.01 level

**H<sub>5</sub> : There would be no gender difference in the self concept of Adolescents**

To test the hypothesis sample was divided into two groups' boys (94) and girls (91). Scores obtained by both the groups on the self concept was compared. The t test carried out showed no differences between boys and girls on overall self concept and different attributes of self concept except that of freedom from anxiety attribute where the difference between the boys and girls have been found significant at p< 0.05 level. The hypothesis is partially accepted. The result is shown in Table No.10

Table No 10: Mean, Sd, and t values between boys and girls with regard to Parental encouragement

<b>Variables</b>	<b>Boys N =94 Mean</b>	<b>Sd</b>	<b>Girls N=91 Mean</b>	<b>Sd</b>	<b>t</b>	<b>Df</b>	<b>Sig</b>
OA	54.85	8.67	54.53	8.41	.247	182	.805
SC							
Behl	10.35	2.32	10.27	2.23	.238	182	.812
Adj							
Int	12.39	2.15	12.58	2.24	.602	182	.548
Phy	8.36	1.4	8.39	1.67	.130	182	.896
App							
Free	8.80	2.71	7.94	2.33	2.27	182	.024
Anx							
Popularity	7.20	2.46	7.28	2.31	.231	182	.818
Happiness	7.74	1.16	8.05	1.16	1.81	182	.071

\*Significant P< 0.05 level \*\*Significant P< 0.01 level

**H<sub>0</sub>: There would be no gender difference on perceived parental encouragement**

To test the hypothesis sample was divided into two groups' boys (94) and girls (91). Scores obtained by both the groups on the parental encouragement was compared. The t test carried out showed no differences on the perceived parental encouragement. The hypothesis is accepted. The result is shown in Table No.11

Table No 11: Mean, Sd, and t values between boys and girls on parental encouragement

<b>Variables</b>	<b>Boys N =94 Mean</b>	<b>Sd</b>	<b>Girls N=91 Mean</b>	<b>Sd</b>	<b>t</b>	<b>Df</b>	<b>Sig</b>
Parental encouragement	66.97	9.01	66.63	6.68	.291	182	.771

\*Significant P< 0.05 level \*\*Significant P< 0.01 level

**H<sub>7</sub>: There would be no difference on adjustment between adolescents with high self-concept and with low self concept**

To test the hypotheses score on perceived self concept was divided into two groups high perceivers of self concept and low perceivers of self concept based on the median score. The results show significant difference between the groups having high self concept and low self concept. Low concept people have more adjustment problems than compared to high self concept adolescents the difference on emotional adjustment is significant at  $p < .004$ . On social adjustment is significant at  $p < .001$ . On educational adjustment is significant at  $p < .053$ . On total adjustment is significant at  $p < .001$ . Thus hypothesis is not accepted .The result are shown in Table No 12 .

Table No 12: Mean, sd, t values of high adolescents with high self concept and low self concept on different areas of adjustment

<b>Variables</b>	<b>N =95 High SC Mean</b>	<b>Sd</b>	<b>N=89 Low SC Mean</b>	<b>Sd</b>	<b>.t</b>	<b>Df</b>	<b>Sig</b>
EmoAdj	3.74	3.71	5.19	3.03	2.877	182	.004
Soc Adj	9.94	2.15	10.96	1.91	3.414	182	.001
Edu Adj	10.06	2.33	10.69	2.24	1.871	182	.053
OA Adj	23.74	6.01	26.85	5.15	3.750	182	.001

\*Significant  $P < 0.05$  level \*\*Significant  $P < 0.01$  level

**H<sub>8</sub>: There may be no difference between high and low perceiver of parental encouragement on adjustment**

To test the hypotheses score on perceived parental encouragement was divided into two groups high perceivers of parental encouragement and low perceivers of parental encouragement based on the median score. The hypothesis is partially accepted. It is only the emotional adjustment is effected by perceived parental encouragement the difference being significant at  $p < 0.05$  level. The result are shown in Table No 13

Table No 13: Mean, sd, t values of high and low perceivers of parental encouragement

<b>Variables</b>	<b>High PE percep (N =98) Mean</b>	<b>Sd</b>	<b>Low PE percep (N=86) Mean</b>	<b>Sd</b>	<b>t</b>	<b>Df</b>	<b>Sig</b>
Emo Adj	3.92	3.24	5.03	3.63	2.181	182	0.03*
Soc Adj	10.36	2.01	10.51	2.20	0.46	182	0.64
Edu Adj	10.62	2.28	10.08	2.20	1.59	182	0.11
OA Adj	24.91	5.64	25.62	6.00	0.82	182	0.41

\*Significant  $P < 0.05$  level \*\*Significant  $P < 0.01$  level

**H<sub>9</sub>: There may be no difference between high and low perceiver of parental encouragement on the self -concept**

To test the hypotheses score on parental encouragement was divided into two groups high perceivers of parental encouragement and low perceivers of parental encouragement based on the median score. The results show significant differences on different attributes of self concept between high and low perceivers of parental encouragement. On the intellectual attribute the difference is significant at  $p < .001$ . On physical attribute the difference is significant at  $p < .05$ . On popularity attribute the difference is significant  $p < .005$ . On happiness attribute the difference is significant at  $p < .005$ . However on the behavior adjustment and freedom from anxiety the difference is not significant. The result are shown in Table No. 14 and Fig.5

Table No. 14: Mean, sd, and t values of high and low perceivers of parental encouragement on adjustment

<b>Variables</b>	<b>High PE Percep (N=98) Mean</b>	<b>SD</b>	<b>Low PE Percep (=86) Mean</b>	<b>SD</b>	<b>t</b>	<b>Df</b>	<b>Sig</b>
Behavior adjustment	10.53	2.284	9.98	2.364	1.584	183	.115
Intellectual	13.06	2.109	11.81	2.104	4.011	183	.001
Physical Appearance	8.62	1.247	8.10	1.804	2.296	183	.023
Freedom from Anxiety	8.62	2.417	8.04	2.723	1.525	183	.129
Popularity	7.70	2.202	6.68	2.488	2.942	183	.004
Happiness	8.13	1.011	7.63	1.286	2.958	183	.004

\*Significant P< 0.05 level \*\*Significant P< 0.01 level

## CHAPTER -6

### DISCUSSION

Main objectives of the study were to find the relationship among perceived parental encouragement, self-concept and adjustment in the adolescents including the gender difference. Different hypotheses were purposed and verified. Some were accepted and some rejected. It is said that adjustment is a process by which an individual attempt to cope with the master and transcend the challenges of life by utilizing a variety of techniques and strategies. It is a process behavior by which man keeps equilibrium among his various needs and how to achieve them within the comfortable or not comfortable circumstances.

Adolescence is times when cognitive, biological and social changes take place the maximum making them feel intense turmoil and anxiety. It is a psychological transition from a child too young adult. Child's confidence level, motivation level and the ability to perform get inflated with parental encouragement. Thus parental encouragement at this time is a must.

The present research work revealed that higher the parental encouragement betters the adjustment or lowers the problems in the total adjustment ( $r = -.18^*$ ,  $p < 0.05$ ). Further parental encouragement showed similar relationship with emotional adjustment ( $r = -.29^{**}$ ,  $p < 0.01$ ). Literature studies have shown the importance of PE. Ginsburg and Bronstein (1993) and Dubois et al. (1994) associated that parental encouragement with scholastic and personal overall adjustment.

Parental encouragement showed a positive correlation with the entire attribute of self-concept including the overall self-concept. Relationship with intelligence

attributes, physical appearance, behavioral adjustment, and happiness attributes and with the total concept was positive. The findings are confirmed by the study of Litovsk (1983) who found that self-concept develops in a healthy home. However, a study by Singh and Ahmad (2004) found no effect of parental encouragement on the physical, temperamental, moral and educational but for social self- concept.

The study further revealed that the Self- Concept has a negative relationship with overall adjustment problems. Higher the self-concept better the adjustment or higher the self-concept lowers the adjustment problems. The correlation being for total adjustment (  $r = -.36^{**}$ ,  $p < 0.01$  ). Other attributes of self-concept were found to have negative correlations with different areas of adjustment problems, the difference being significant at  $p < .001$  and  $p < .005$  (Refer Table No 3). Velmurugan and Balakrishn (2011) also found self-concept related to social adjustment.

Freedom from anxiety and intellectual emerged as the best predictors of total adjustment. Freedom from anxiety explained 14.6% of the total variance and intellectual attribute 1.9% of the total variance. Attribute intellectual emerged as the best and the only predictor of emotional adjustment, freedom from anxiety emerged as the best predictor of social adjustment. 9% of the variance was explained by freedom from anxiety and social adjustment. Freedom from anxiety and happiness emerged as the predictor of educational adjustment. Freedom from anxiety predicts 6.4% and happiness 3%.

There are studies showing gender differences in perceiving parental encouragement and adjustment. Carter and Wajthiewicz (2000) associated daughters to acknowledge more parental encouragement than sons. However, Malik and Chawla (2009) did not find any gender differences in respect of parental encouragement. Even the present study did not find any gender differences in perception of parental

encouragement. On educational adjustment a significant difference was seen between boys and girls, girls having a better educational adjustment when compared to boys. Mildred's (2011) study also showed no significant differences between girls and boys in school adjustment. The results are according to the literature findings.

When attribution of self- the concept was categorized into two; high and low it was found that adolescents having low self- concept have more adjustment problems than compared to high self-concept adolescents in emotional adjustment, and educational adjustment (Refer Table No 12)

Parental encouragement does play a role in adjustment, as the study showed high perceivers of parental encouragement had a better emotional adjustment when compared to the low perceivers of parental encouragement, the difference is significant at  $p < 0.05$  level (Table no 13).The results also showed significant differences in different attributes of self-concept between high and low perceivers of parental encouragement. High perceivers had better self-concept than the low perceivers (Refer Table No 14).

**6.1 Conclusion:** Results from our study showed that parental encouragement is related to emotional adjustment problems and overall adjustment. Higher the encouragement from parents lowers the adjustment problems. Parental encouragements have a positive correlation with overall self-concepts of the adolescents. Self- Concept was found to have a positive correlation with overall adjustment and with emotional, social and educational adjustment.

**6.2 Limitations:** The sample was collected from public schools only. It should be extended to Govt. schools. Both urban and rural schools should be covered. The sample of the study may not be representative of the population as purposive sampling was used to collect the data. Data was limited to 184 students. It should be enlarged.

### **6.3 Future Research**

Longitudinal studies can be taken up and on a large sample including different cultures and across the different setups.

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## APPENDIX A

### Instructions

Name \_\_\_\_\_ Age \_\_\_\_\_ Class studying \_\_\_\_\_

Date of testing \_\_\_\_\_

**Directions:** Read each statement and decide whether or not it describes the way you feel about yourself. If it is true or mostly true for you, circle the word "yes" next to the statement. If it is false or mostly false for you, circle the word "no." Answer every question, even if some are hard to decide. Do not circle both "yes" and "no" for the same statement. There are no right or wrong answers.

1. (a) Are you always afraid of something in your school?
2. (b) Do you avoid meeting your classmates?
3. (c) Do you forget soon what you have read?
4. (a) Suppose your classmates do something unreasonable unknowingly, do you immediately get angry with them?
5. (b) Are you of a shy nature?
6. (c) Are you afraid of examinations?
7. (a) Do you get worried when your teacher scolds you for your mistakes?
8. (b) Do you hesitate in asking a question when you don't understand something?
9. (c) Is it difficult for you to understand the lessons taught in the class?
10. (a) Are you jealous of those friends whom teacher appreciate very much?
11. (b) When some of your teacher are together, do you go there without any complex?
12. (c) Can you note down the lessons taught in class correctly?
13. (a) Do you envy those classmates whom you think are better than you?

14. (b) Do you sometimes feel that you have no friend in your school?
15. (c) Do you yawn when lessons are taught in your class?
16. (a) When you see some students talking amongst themselves, do you think they are gossiping about you?
17. (b) Are you able to get friendly easily?
18. (c) Are you satisfied with the method of teaching of the teachers of this school?
19. (a) Do you express your anger to others when you are not asked to come forward in any programme in your school?
20. (b) When some students are talking together do you join them freely?
21. (c) Do you think that the teachers in the school do not give any attention to your problems?
22. (a) Are you often sad and distressed in the school?
23. (b) Do you like to join your classmates and work together?
24. (c) Are you satisfied with the progress in your studies?
25. (a) Do you feel that teachers neglect you?
26. (b) Do you try to attract the attention of your teachers to yourself in the class?
27. (c) Is it a burden for you to study?
28. (a) Do you get yourself worked up and try to harm a student when he complains against you?
29. (b) Do you often like to be alone?
30. (c) Are your teachers always ready to solve your problems concerning your studies?
31. (a) Are you often dissatisfied with your school?
32. (b) Do you establish a friendly relationship with the students in the school?
33. (c) Do your teachers in the school praise you?
34. (a) Do you try to rationalize your mistake?
35. (b) Do you like to sit in the front seats in the class?

36. (c) Do you often get less marks in the examinations?
37. (a) Do you resent it when your teachers ask you a question in the class?
38. (b) Do you have a friendly association with your fellow students?
39. (c) Do you like the idea of having more holidays in the school?
40. (a) Do you get wild when one of your classmates cracks jokes with you?
41. (b) Do you openly take part in the school assemblies?
42. (c) Do you often quarrel with your classmates?
43. (a) Do you sometimes go home before the school closes?
44. (b) Do you take part in the school sports?
45. (c) Do some of your teachers often keep on scolding you for your studies?
46. (a) Do you often have doubt on others in the school?
47. (b) Are you shy of talking to senior students in the school?
48. (c) Do you look at your teachers respectfully?
49. (a) Do you show impertinence(arrogance)towards something good sent by a mate with whom you don't get along well?
50. (b) Do you have some intimate friends in this school?
51. (c) Do you pay attention to the lessons being taught in the class?
52. (a) Do you develop resentful feelings towards your teachers when you get less marks?
53. (b) Are you always ready to help your classmates in every way?
54. (c) Do you borrow books and magazines from the school library and read them?
55. (a) Are you often afraid of meeting the senior students?
56. (b) Do you enjoy irritating other students in the school?
57. (c) Do you take part in debates?
58. (a) Do you feel mentally depressed when you meet the senior students?
59. (b) Do you lend your books or note-book gladly when your classmates ask for it?

60. (c) Are you interested in things which concern education?

**APPENDIX B**

1. **विषयों के चयन में मेरे माता-पिता**
  - (अ) कोई ध्यान नहीं देते।
  - (ब) मुझे स्वयं निर्णय लेने के कहते हैं।
  - (स) मेरी रुचि तथा क्षमता का ध्यान रखते हुए विषय चयन करने में मेरी सहायता करते हैं।
2. **जब मैं पढ़ने बैठता/ बैठती हूँ तो मेरे माता – पिता**
  - (अ) मुझे घर के किसी काम में लगा देते हैं।
  - (ब) मुझे पढ़ने के लिए समय देते हैं।
  - (स) पढ़ने में मेरी सहायता करते हैं।
3. **अपना गृह-कार्य करते हुए जब मुझे किसी प्रकार की कठिनाई होती है तो मेरे माता- पिता**
  - (अ) कोई ध्यान नहीं देते हैं।
  - (ब) मेरी कठिनाई हल करते समय कोसते हैं।
  - (स) मेरी कठिनाई सहर्ष हल कर देते हैं।
4. **जब मुझे विद्यालय जाने में देर हो जाती है तो मेरे माता-पिता**
  - (अ) मुझसे कुछ नहीं कहते।
  - (ब) मुझसे देर होने का कारण पूछते हैं।
  - (स) कहीं अध्यापक मुझे डाँट न दें, इस अशंका से ये मुझे विद्यालय तक पहुँचा देते हैं।
5. **विद्यालयीय कार्यक्रमों में मेरे द्वारा भाग लेने पर माता-पिता**
  - (अ) मुझे भाग लेने के लिए मान कर देते हैं।
  - (ब) प्रसन्न होते हैं।
  - (स) मेरे कार्यक्रमों को देखकर मुझे प्रोत्साहित करते हैं।
6. **जब मैं अपने माता-पिता से विद्यालयी कार्यक्रमों को देखते की प्रार्थना करता /करती हूँ तो मेरे माता-पिता**
  - (अ) विद्यालय नहीं जाते हैं।
  - (ब) प्रसन्नता व्यक्त करते हैं।
  - (स) उत्साहपूर्वक मेरे विद्यालय जाते हैं।

7. जब मैं अपने माता-पिता के सामने कोई समस्या रखता/ रखती हूँ तो वे
- (अ) सुनकर अनसुनी कर देते हैं।
- (ब) ध्यानपूर्वक सुनते हैं।
- (स) किसी कार्य में व्यस्त रहने पर भी मेरी समस्या का समाधान करते हैं।
8. मेरे द्वारा विद्यालय जाने में आनाकानी करने पर मेरे माता-पिता
- (अ) मुझसे कुछ नहीं कहते हैं।
- (ब) मुझसे विद्यालय न जाने का कारण पूछते हैं।
- (स) स्वयं विद्यालय तक छोड़ने जाते हैं।
9. मेरा प्रगति -पत्र घर पहुँचने पर मेरे माता-पिता
- (अ) उसकी ओर कोई ध्यान नहीं देते।
- (ब) मेरी प्रगति की जानकारी रखने में रूचि रखते हैं।
- (स) स्वयं विद्यालय जाकर मेरी प्रगति के सम्बन्ध में मेरे अध्यापकों से बातचीत करते हैं।
10. जब मेरा परीक्षाफल सन्तोषजनक नहीं होता तो मेरे माता पिता
- (अ) कोई ध्यान नहीं देते।
- (ब) चिन्ता और दुःख प्रकट करते हैं।
- (स) मेरे हतोत्साहित होने पर भी मुझे उत्साहित करने का प्रयास करते हैं।
11. परीक्षा में अच्छे अंक प्राप्त करने पर मेरे माता-पिता
- (अ) प्रसन्नता प्रकट नहीं करते हैं।
- (ब) प्रत्येक विषय में मेरे अंक जानने का प्रयास करते हैं।
- (स) मुझे उपहार देकर प्रोत्साहित करते हैं।
12. मेरे विद्यालय से लौटने समय देर हो जाने पर मेरे माता-पिता
- (अ) कोई ध्यान नहीं देते हैं।
- (ब) मेरी प्रतीक्षा करते रहते हैं।
- (स) मुझे विद्यालय से लेने स्वयं आ जाते हैं।
13. जब मैं परीक्षा की तैयारी करता/करती हूँ तो मेरे माता-पिता
- (अ) मुझसे घर का काम करवाते हैं।
- (ब) घर में शान्ति बनाए रखने का प्रयास करते हैं।
- (स) मेरी परीक्षा की तैयारी करवाते हैं।

14. जब कभी मैं विद्यालय के प्रसंग माता-पिता को सुनाता/ सुनाती हूँ तो वे
- (अ) मेरी बातों की तरफ कोई ध्यान नहीं देते।
- (ब) मेरी सभी बातें ध्यानपूर्वक सुनते हैं।
- (स) स्वयं मुझको विद्यालय के प्रसंग सुनाने के लिए कहते हैं।
15. जब मैं अपनी योग्यता से अधिका कठिन कार्य करना चाहता/ चाहती हूँ तो मेरे माता -पिता
- (अ) कुछ नहीं करते हैं।
- (ब) प्रसन्न होते हैं।
- (स) विभिन्न उदाहरण देकर मेरा उत्साह बढ़ाते हैं।
16. जब मेरे माता - पिता किसी विषय पर बात करते हैं तो मेरे बोलने पर
- (अ) मुझे डाँट देते हैं।
- (ब) बीच में बोलने के लिए मना करते हैं।
- (स) अपनी बातें रोककर, मेरी बातों को ध्यानपूर्वक सुनते हैं।
17. मेरे अध्यापकों द्वारा मेरे कार्य की प्रशंसा करने पर मेरे माता-पिता
- (अ) प्रसन्नता प्रकट नहीं करते।
- (ब) मुझे शाबासी देते हैं।
- (स) भाई-बहनों के सामने मेरे कार्य की प्रशंसा करते हैं।
18. मेरी किसी गलत आदत का पता चलने पर मेरे माता-पिता
- (अ) उस तरफ की ध्यान नहीं देते
- (ब) मुझसे स सम्बन्ध में पूछते हैं।
- (स) मुझे गलत आदत छोड़ने के लिए समझाते हैं।
19. मेरी प्रगति के सम्बन्ध में मेरे माता-पिता
- (अ) कभी भी बात नहीं करते हैं।
- (ब) कभी - कभी बात करते हैं।
- (स) अक्सर बात करते हैं।
20. मेरे किसी विषय में कमजोर होने पर मेरे माता-पिता
- (अ) उस तरफ कोई ध्यान नहीं देते हैं।
- (ब) विषय अध्यापक से मिलने हैं।
- (स) स्वयं अथवा ट्यूशन द्वारा मेरी कमजोरी दूर करने का प्रयास करते हैं।
21. मेरे भविष्य के विषय में मेरे माता पिता

- (अ) कभी नहीं सोचते हैं।
- (ब) कभी-कभी सोचते हैं।
- (स) अक्सर चिन्तित रहते हैं।
22. मेरे मित्र/ मेरी सहेली के घर आने पर मेरे माता - पिता
- (अ) उसकी ओर ध्यान नहीं देते हैं।
- (ब) मुझे उससे बात करने का समय देते हैं।
- (स) स्वयं भी उससे घुलमिल कर बातें करते हैं।
23. विद्यालय उत्सव में आमन्त्रित किए जाने पर मेरे माता - पिता
- (अ) उसे देखने नहीं जाते हैं।
- (ब) जाने में आनाकानी करते हैं।
- (स) सहर्ष जाते हैं।
24. समाचार - पत्र तथा पत्रिकाएँ माँगने पर मेरे माता - पिता
- (अ) मुझे डाँट देते हैं।
- (ब) कभी- कभी ले आते हैं।
- (स) प्रतिदिन समाचार - पत्र तथा पत्रिकाएँ लाते हैं।
25. खाली समय में कहानी की पुस्तक पढ़ने पर मेरे माता-पिता
- (अ) मुझे डाँटते हैं।
- (ब) मुझे मना नहीं करते।
- (स) स्वयं भी कहानी की पुस्तक लाकर देते हैं।
26. मनोरंजन के साधनों को मेरे माता-पिता
- (अ) कोई महत्व नहीं देते।
- (ब) कम महत्व देते हैं।
- (स) अधिक महत्व देते हैं तथा घर में जुटाते हैं।
27. घरमें पढ़ने के स्थान के सम्बन्ध में मेरे माता- पिता
- (अ) कुछ ध्यान नहीं देते हैं।
- (ब) परिवार के सदस्यों को मेरे पढ़ने के स्थान पर जाने से रोकते हैं।
- (स) एकान्त स्थान की व्यवस्था करते हैं।
28. पाठ्य-पुस्तकें माँगे जाने पर मेरे माता-पिता
- (अ) सुनकर अनसुनी कर देते हैं।
- (ब) घटिया/ पुरानी पुस्तकें दिलवाते हैं।
- (स) अच्छी तथा नई पुस्तकें दिलवाते हैं।

29. जब मैं कोई विशेष शौक (हॉबी) विकसित करता/ करती हूँ तो मेरे माता-पिता
- (अ) मुझे हतोत्साहित करते हैं।
- (ब) मुझे प्रोत्साहित करते हैं।
- (स) मेरी सहायता करते हैं।
30. जब मैं लेखन-सामग्री माँगता/ माँगती हूँ तो मेरे माता- पिता
- (अ) टाल देते हैं।
- (ब) घटिया किस्म की सामग्री दिलवाते हैं।
- (स) तुरन्त उत्तम किस्म की सामग्री दिलवाते हैं।
31. मेरे लिए भोजन के सम्बन्ध में मेरे माता- पिता
- (अ) कुछ ध्यान नहीं देते।
- (ब) समय पर भोजन की व्यवस्था करते हैं।
- (स) सन्तुलित तथा पौष्टिक भोजन देते हैं।
32. मेरे परीक्षाफल के सम्बन्ध में मेरे माता – पिता
- (अ) कभी चिन्ता नहीं करते।
- (ब) मात्र पास हो जाने से सन्तुष्ट हो जाते हैं।
- (स) अच्छी श्रेणी में पास होने की आशा रखते हैं।
33. जब मैं विद्यालय से लौटता/ लौटती हूँ तो मेरे माता- पिता
- (अ) मेरी ओर कोई ध्यान नहीं देते।
- (ब) मुझे स्वयं चाय तैयार करने को कहते हैं।
- (स) मेरे लिए तुरन्त नाश्ते की व्यवस्था करते हैं।
34. खेलने का समय होने पर जब मैं खेलने जाता / जाती हूँ तो मेरे माता-पिता
- (अ) मुझे डाँटते हैं।
- (ब) बड़ी मुश्किल से अनुमति देते हैं।
- (स) मुझे सहर्ष जान देते हैं।
35. जब मैं परीक्षा में बैठने से मना करता/ करती हूँ तो मेरे माता-पिता
- (अ) कुछ नहीं कहते हैं।
- (ब) न बैठने का कारण पूछते हैं।
- (स) परीक्षा में बैठने के लिए प्रेरित करते हैं।

36. अस्वस्थ होने पर जब मैं विद्यालय न जाने के लिए कहता/ कहती हूँ तो मेरे माता पिता
- (अ) इसे बहाना समझते हैं।
- (ब) मुझे विद्यालय जाने से मना करते हैं।
- (स) मेरे स्वास्थ्य की जाँच करवाते हैं।
37. मेरा हस्तलेख खराब होने पर मेरे माता-पिता
- (अ) उस तरफ कोई ध्यान नहीं देते।
- (ब) साफ तथा स्वच्छ लिखने की सलाह देते हैं।
- (स) प्रतिदिन सुलेख लिखवाते हैं।
38. जब मैं रेडियों अथवा दूरदर्शन पर प्रसारित होने वाले शिक्षाप्रद कार्यक्रमों को देखने के लिए अपने माता-पिता से प्रार्थना करता/ करती हूँ तो वे
- (अ) मना कर देते हैं।
- (ब) कभी-कभी अनुमति देते हैं।
- (स) सदैव ऐसे कार्यक्रमों को देखते के लिए प्रेरित करते हैं।
39. जब मैं कभी अपने माता-पिता से शिक्षाप्रद कहानियों अथवा घटनाओं को सुनाने के लिए आग्रह करता / करती हूँ तो वे
- (अ) मेरे आग्रह पर कोई ध्यान नहीं देते।
- (ब) कभी कभी सुनाते हैं।
- (स) सदैव सुनाते हैं।
40. जब मुझे किसी प्रतियोगिता में भाग लेने की इच्छा होती है तो मेरे माता-पिता
- (अ) मुझे भाग लेने से रोक देते हैं।
- (ब) बहुत आग्रह करने पर अनुमति देते हैं।
- (स) मुझे प्रतियोगिताओं में भाग लेने के लिए प्रोत्साहित करते हैं।

**"THE WAY I FEEL ABOUT MYSELF"**

Name \_\_\_\_\_ Age \_\_\_\_\_ Class studying \_\_\_\_\_

Date of testing \_\_\_\_\_

**Directions:** Read each statement and decide whether or not it describes the way you feel about yourself. If it is true or mostly true for you, circle the word "yes" next to the statement. If it is false or mostly false for you, circle the word "no." Answer every question, even if some are hard to decide. Do not circle both "yes" and "no" for the same statement. There are no right or wrong answers.

1.	My classmates make fun of me.	Y	N
2.	I am a happy person.	Y	N
3.	It is hard for me to make friends.	Y	N
4.	I am often sad.	Y	N
5.	I am smart.	Y	N
6.	I am shy.	Y	N
7.	I get nervous when the teacher calls on me.	Y	N
8.	My looks bother me.	Y	N
9.	I am a leader in games and sports.	Y	N
10.	I get worried when we have tests in social.	Y	N
11.	I am unpopular.	Y	N
12.	I am well behaved in school.	Y	N
13.	It is usually my fault when something goes wrong.	Y	N
14.	I cause trouble to my family.	Y	N
15.	I am strong.	Y	N
16.	I am an Important member of my family.	Y	N
17.	I give up easily.	Y	N
18.	I am good in my schoolwork.	Y	N
19.	I do many bad things.	Y	N
20.	I behave badly at home.	Y	N
21.	I am slow in finishing schoolwork.	Y	N

22.	I am an important member of my class.	Y	N
23.	I am nervous.	Y	N
24.	I can give a good report in front of the class.	Y	N
25.	In school I am a dreamer.	Y	N
26.	My friends like my ideas.	Y	N
27.	I often get into trouble.	Y	N
28.	I am lucky.	Y	N
29.	I worry a lot.	Y	N
30.	My parents expects too much of me.	Y	N
31.	I like being the way I am.	Y	N
32.	I feel left out of things.	Y	N
33.	I have nice hair.	Y	N
34.	I often volunteer in school.	Y	N
35.	I wish I were different.	Y	N
36.	I hate school.	Y	N
37.	I am the last to be chosen for the games & sports.	Y	N
38.	I am often mean to other people.	Y	N
39.	My classmates in school think i have good ideas.	Y	N
40.	I am unhappy.	Y	N
41.	I have many friends.	Y	N
42.	I am cheerful.	Y	N
43.	I am dumb about most things.	Y	N
44.	I am good-looking.	Y	N
45.	I get into a lot of fights.	Y	N
46.	I am popular with boys.	Y	N
47.	People pick on me.	Y	N
48.	My family is disappointed in me.	Y	N
49.	I have a pleasant face.	Y	N
50.	When I grow up, I will be an important person.	Y	N
51.	In games and sports, I watch instead of play.	Y	N
52.	I forget what I learn.	Y	N

53.	I am easy to get along with.	Y	N
54.	I am popular with girls.	Y	N
55.	I am a good reader.	Y	N
56.	I am often afraid.	Y	N
57.	I am different from other people.	Y	N
58.	I think bad thoughts.	Y	N
59.	I cry easily.	Y	N
60.	I am a good person.	Y	N