

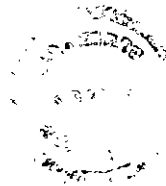
**Peer Relations Among Adolescents,
Their Self-Esteem, Achievement
Motivation And School Adjustment**

Dissertation submitted to the Jawaharlal Nehru University
in partial fulfilment of the requirements
for the award of the Degree of
MASTER OF PHILOSOPHY

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DECLARATION

Certified that the dissertation entitled "PEER RELATIONS AMONG ADOLESCENTS THEIR SELF ESTEEM, ACHIEVEMENT MOTIVATION AND SCHOOL ADJUSTMENT", submitted by Mrs. Ketaki Chakraborty is in partial fulfilment for the degree of Master of Philosophy of this University. This dissertation has not been submitted for any other degree of this University, and is her own work.

We recommend that this dissertation be placed before the examiners for evaluation.

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CONTENTS

	<u>Page No.</u>
Acknowledgement	
List of Tables	
I	
Introduction	1-16
Push Vs Pull Model	1-02
Developmental Tasks Focus Model	2-03
Social Behavioural Model	3-05
Social Learning Model	5-08
The emergence of Peer-Culture	8-10
Self-Esteem	10-12
Achievement Motivation	12-14
School Adjustment	14-16
II	
Review of Literature	17-32
Peer Interactions	17-22
Self-Esteem	22-28
Achievement Motivation	28-30
School Adjustment	30-32
III	
Methodology	33-43
Statement of Problem	33
Assumptions	33-35
Hypotheses	35
Objectives of the study	35
Sampling	36-38
Design of the study	38
Variables	38-40
Tools to be used	40-43
Analysis of Data	43

List of Tables	<u>Page No</u>
IV	<p>Results 44-106</p> <p>Peer group relations 44-62</p> <p>Correlations among different variable for the two gender groups 64-85</p> <p>Intercorrelations among different variables 85-101</p> <p>Qualitative Analysis 102-107</p>
V	<p>Discussion 108-120</p> <p>Hypothesis - I 108-112</p> <p>Hypothesis - II 112-118</p> <p>Hypothesis - III 119-120</p>
VI	<p>Summary, Conclusion, Implications, Limitations and Suggestions 121-130</p> <p>Bibliography</p> <p>Appendices</p>

ACKNOWLEDGEMENT

I have been helped and encouraged by many people in completing this dissertation and my acknowledgement here is only a small expression of my deepest gratitude towards them all.

My guide Dr (Mrs) S. Singhal has been the chief source of inspiration to me. Her invaluable and scholarly guidance and thoughtful suggestions were a source of constant encouragement at all stages in preparation of this dissertation, despite her busy and strenuous work schedule.

I am extremely indebted to the children who served as subjects for my study without whose cooperation, the present study would not have been possible.

Thanks to all my class fellows for their friendly encouragement and cooperation for this research work. A strong word of appreciation is also extended to my friends for their support and cooperation throughout the M. Phil course.

I am grateful to the library staff of JNU, NCERT and NIEPA.

I am also very grateful to all those who helped me directly or indirectly in the administration of tools and collection of data.

Last but not the least, I feel great pleasure in expressing my heartfelt gratitude to my husband, grandmother, and children who extended their help on various occasions in completing my dissertation.

Ketaki Chakraborty

(KETAKI CHAKRABORTY)

LIST OF TABLES

Table No.	Titles	Page No
1.	Means and S.D.'s on peer group relations dimensions (early adolescents and late adolescents)	47
2.	Means and S.D.'s on peer relations dimensions by gender.	48
3.	Number of friends (percentages)	49
4.	Distribution on belonging to peer group (percentages).	49
5.	Most liked characteristics about peers (percentages).	49
6.	Reasons for wanting to be with friends (percentages)	50
7.	Means and S.D.'s of school adjustment variables.(total sample)	53
8.	Means and S.D.'s of school adjustment variables (early and late adolescents)	54
9.	Means and S.D.'s of school adjustment variables (by gender)	55
10.	Means and S.D.'s on self-esteem and achievement motivation. (total sample)	55
11.	Means and S.D.'s on self-esteem and achievement motivation. (by early adolescents and late adolescents)	56
12.	Means and S.D.'s on self-esteem and achievement motivation. (by gender)	56
13.	Means and S.D.'s on demographic variables (total sample)	58
14.	Means and S.D.'s on demographic variables (on early adolescents and late adolescents)	58
15.	Means and S.D.'s on demographic variables (by gender)	59

16.	Correlation between peer group relations (males)	61
17.	Correlation between peer group relations (total group)	62
18.	Correlation between peer group relations (females)	63
19.	Correlations between peer group relations (17 year olds)	71
20.	Correlations between peer group relations (13 year olds)	72
21.	Correlations between demographic variables (males)	80
22.	Correlation between school adjustment variables (males)	81
23.	Correlation between demographic variables (females)	81
24.	Correlations between school adjustment variables (females)	82
25.	Correlation between school adjustment variables (total)	82
26.	Correlation between demographic variables (total)	83
27.	Correlation between school adjustment variables (13 year olds)	83
28.	Correlation between demographic variables (13 year olds)	84
29.	Correlation between school adjustment variables (17 year olds)	84
30.	Correlation between demographic variables (17 year olds)	85
31.	Correlations between demographic variables and Peer relations, Achievement Motivation and Self-esteem (early adolescents and late adolescents)	90

32.	Correlations between school adjustments and Peer relations, Achievement Motivation and Self-esteem. (early adolescents and late adolescents)	91
33.	Correlations between demographic variables and Peer relations, Achievement Motivation and Self-esteem (males and females)	94
34.	Correlations between school adjustment and Peer relations, Achievement motivation and Self-esteem (males and females)	95
35.	Correlations between Peer group and Self-esteem and Achievement Motivation (early and late adolescents)	96
36.	Correlations between Peer group and Self-esteem and Achievement Motivation (males and females)	96
37.	Correlation matrix for demographic variables, Achievement Motivation School adjustment, Peer relations and Self-esteem (13 year olds)	97
38.	Correlation matrix for demographic variables, Achievement Motivation School adjustment, Peer relations and Self-esteem (17 year olds)	98
39.	Correlation matrix for demographic variables, Achievement Motivation School adjustment, Peer relations and Self-esteem (total group)	99
40.	Correlation matrix for demographic variables, Achievement Motivation School adjustment, Peer relations and Self-esteem(females)	100
41.	Correlation matrix for demographic variables, Achievement Motivation School adjustment, Peer relations and Self-esteem (males)	101

ABSTRACT

This study was designed to explore the effects of gender and age on peer relations, achievement motivation, self-esteem and school adjustment. A sample of 120 students from a public school in Delhi was studied. The sample comprised of males and females of 60, 13 year olds and 60, 17 year olds. The selection of the sample was made using purposive sampling. Two matching variables were included, gender (male and female) and age (13 years and 17 years) from a school.

The instruments used for data collection were : (1) Peer relations scale, (ii) achievement motivation scale, (iii) self-esteem scale, (iv) school adjustment scale. All the scales were administered in small groups. Data was collected and then codified.

Analysis of data indicated that there are significant differences by age for peer relations, achievement motivation and school adjustment. Whereas gender did not seem to effect these variables very significantly. The correlations between demographic variables and peer relations seem to have significance for all the groups, that is, males, females, 13 year olds and 17 year olds.

Achievement motivation also showed positive correlation with father's and mother's education and family income, for the 13 year olds and the males. In school adjustments, mental health and personal relations seem to be

highly correlated to peer group relations, achievement motivation and self-esteem for both males and females. The same profile is true for 13 year olds and 17 year olds in the case of school adjustment variables.

INTRODUCTION

Peer relations have profound effect on the psychological development of the adolescents, their personality, self esteem, motivation to achieve and school adjustment. The development of peer relations is a gradual and steady life-long process as the members of the peer group keep on changing according to the stages of life one is at. Thus the type of relationships (also called culture) is neither emulation nor direct appropriation of adult patterns, but an indigenous and integral creation from within the peer members. There are some dominant socio-psychological models that have attempted to analyse peer relationships of adolescents, of which four of the most relevant ones have been chosen to discuss below.

PUSH VS PULL MODEL

The main argument of the push vs pull model holds that the parental failure to meet the emotional needs of the adolescent, and the lack of a good parent/adolescent relationship causes the child to be less favourably oriented towards the parents (Bandura 1969, Clausen 1968, Maccoby 1968, Thomas and Weigert 1971, Walters & Strinett 1977). As a consequence, they become more favourably oriented towards the peers "who espouse values different than those of the parents" (Bowerman & Kenich 1959, Condry and Siman 1974,

Glueck & Glueck 1950).

Adolescent orientations towards peer group and parents have been explained by Smith (1979) by using the push vs pull model. He argued that 'push' theory holds more water in his study than the 'pull' theory which emphasizes the pull or attraction of the peer group by the individual, thereby leaning more towards the peer relationships, moving away from parental influence. His studies indicate that adolescents who have a warm relationship with their parents find them warm and nurturant, understanding and ready to help. While cold and punitive behaviour of the parents push the adolescents away from them, thereby giving them the opportunity to look for warmth elsewhere.

DEVELOPMENTAL TASKS FOCUS MODEL

It is argued under this model that "Over the life span a person encounters a series of developmental tasks" (Baltes et al 1980). Baltes et al stated the theory of behaviour as being a developmental process. The mastery of developmental tasks, unit by unit form the basis of this theory. The integration of these tasks form behaviour. The developmental tasks relating to peer group dynamics have been studied by Leishout (1980), Van Aken (1980) and Van Seyen (1980). They have proposed that the peer group dynamics is dependant on developmental tasks, and each

value learnt becomes the basis for learning the next value. The primary relationship between mother and child forms the base for further interaction with other people. The concept of the "significant other" gradually develops, when the child learns to differentiate between his own identity and that of the mother. This sphere gradually widens to encompass other family members and then the peer group. This model stresses the importance of early mother child interactions and the mother's attitude and support in forming peer groups, as the quality of peer interaction is affected by this. The mother-child relationship is seen as the primary referent point from which the child also develops a self-concept as perceived by the primary referent.

As it is a developmental theory, it demonstrates that the mastery of the task forms the base for learning the next. Similarly the peer group formation is anteceded by mother and child interactions. The mother/child interactions and her attitudes provide the support for future peer group interactions. His or her accomplishments of these tasks require social support and help in developing a positive self-concept. The importance of peer interactions for learning social developmental tasks are therefore of major value.

SOCIAL BEHAVIOURAL MODEL

This model focuses on teaching behaviour skills to

children based on socio-confirmative stimulus by the intervention of peer-interaction. Roopnarine, Adams and Mounts (1989) have studied peer group interactions from a social-cognitive angle, whereby they have tried to decipher the effect of peer interaction on learning of social skills and its relationship to peer group and individual status of children in the peer group. The researchers have examined the behavioural tendencies of "low interacting" children, complexity of children's fantasy play and friendship patterns, the relationship between peer group behaviour and performance on an array of social-cognitive tasks. The child's social skills are attributed to early peer-group interactions, and cases of maladjustment or potential psychopathology detected.

One goal of the above study was to assess and classify the children's preferences for individual classroom peers in categories of "like to play with a lot" or "like to play with a little" or "not at all". A secondary objective was to study playmate preferences after the children had been identified as "popular or unpopular". Sociometric assessment was done by using the Asher, Singleton, Tinsley and Hymel sociometric tasks in an adjacent room to the class. Several photographs of children were taken and the peers were asked to categorize them under the headings of happy, sad and neutral stylized faces. Classroom observations were also done, using the time sampling procedure devised by Furman and

Masters. The observations showed the following:-

- a) **Positive behaviour** includes help giving, guidance, gift giving, invitations to play permission, praise, attention, reassurance and protection, giving status, warm greetings, smiling or laughing with compliance, acceptance of directions and gifts, cooperative play, and promises of rewards.
- b) **Negative behaviour** includes non-compliance, rejection of an activity, blaming, disapproval, insults, quarelling, yelling, ignoring, taking or damaging property, physical attacks and threats.

The findings of the research suggest that when availability of playmates is normal, children regardless of their own status prefer to play with peers they view as "like to play with a lot". However the peers regarded as less "liked to play with" are not necessarily the recipients of negative behaviour. In fact children show more aggressive, punitive behaviours towards the children they like to play with.

SOCIAL LEARNING MODEL

This theory is a composite model of behaviouristic intepretive and constructivitic theory. The earlier model stressed on the behaviour and perceptions of children in terms of the peer group interactions, whereas this model focusses more on the learning of skills, particularly the social skills in peer group interactions. The theories on

peer group interactions in the realm of child development are multi-faceted, but the socialization process is the most commonly held, which is a learnt behaviour. Bandura (1950-1960) proposed the theory of the behaviour in which modelling and reinforcement are regarded as the yardstick of behaviour. This theory proposed that peer group plays an insignificant role at the earlier stages, but comes to be of central importance in social learning in later years. Peer group interaction becomes eventually learnt behaviour, and individuals learn the accepted social norms through emulation. Bandura's work mainly dealt with adult behaviour and role modelling. Later on other researches have tried to relate this theory to children and have found peer group constituting an ideal environment. Youniss (1980) about the peer group situation, said that "peers may be as important as adults for children's acquisition of social skills and knowledge."

The constructive approach is embedded in the theory of Biaget who has attempted to explain all behaviour and learning as cognitive constructs which develop on the base of the older construct or schemas as he calls it. This constant modification, interpretation and organization converge to form personality and manifestations of behaviour. As the child grows the schemas become more and more complex and of higher order, and cognitive, social and other developments occur. Conceptions become clearer to the individual. The

increasing concern with social cognition in children have led to a number of studies in recent years. While Youniss observed that adults influence child behaviour, some other constructivists suggest that children interact with others, when there is disequilibrium in the environment of the child.

An outcome of the constructivist approach in developmental psychology has been the translation and interpretation of the works of Vygotsky (1978), Wartch (1986). Vygotsky believed that the constructivist theory is essential for understanding the production and maintenance of the culture system. Thus the interpretive approach to the theory of socialization is of learning more in the public sphere than individually. "The approach is essentially interpretative, stressing that children discover a world endowed with meaning and help to shape and share in their own developmental experiences through their participation in everyday culture and routines (Corsaro and Rizzio 1988, Schieffelin and Ochs 1986). The interpretive approach involves the linear process of socialization that sees childhood as the stage of apprenticeship that prepares the child to be a competent adult. The interpretive approach views development rather as a productive phenomenon than linear. It refines the constructivist model and adds the dimension of reproduction and diversification, thereby making it more holistic in terms of development of social culture,

language, abilities and knowledge. By interacting in a peer-group small children of kindergarden level absorb and produce knowledge and skills, which in turn help them to relate to the adult world.

The formation of the peer culture is an integral part of continuing peer interactions. At whatever age or against any particular background a certain set of values or norms emerge, which intangibly but firmly guide the principles of interaction. Thus the emergence of peer culture is built on the system of peer relations.

THE EMERGENCE OF PEER-CULTURE

By interacting with playmates in organized group play and nursery schools, children produce the first in a series of peer cultures, in which childhood knowledge and practices are gradually transformed into skills necessary for adult life. The typical pattern involves children's exposure to social knowledge and communicative demands in everyday activities with adults which raise confusions, uncertainties, fears and conflicts that are later readdressed in the activities and routines making up the peer culture (Corsaro 1985).

As said earlier the production of peer culture is neither emulation nor direct appropriation of adult culture. The child appropriates information from the adult world and conveys it to the peer group, and the information is then

transformed so as to meet the needs of the peer group. Thus this phenomenon elaborates the peer culture and simultaneously reproduces the adult culture in the society. Corsaro and Eder have termed this phenomenon as "interpretive reproduction" in line with Giddens's notion of the duality of culture.

The growth of the peer culture centres around the theories of socialization. The approach to socialization may vary from scholar to scholar, but the identification of the central elements of the development of peer cultures gives an insight into the organization, interaction processes and contributions to society. The peer culture is like a sub-culture in the society. The peer groups have their own norms of behaviour and codes of conduct which arise out of certain participative values and values obtained from the adult culture, and the same adopted by them also. These values are then modified by the peer-group in a way, which they can understand and deal with in different situations. The outcomes of certain behaviour, tasks etc. resulting in positive outcomes become internalized and form part of the peer culture. The peer-groups provide the unit for the transmission of many values, interchange of many ideas and also form a sort of corrective-mechanism within the culture, which enables the members to stay within the acceptable norms of behaviour. Thus the peer group itself prescribes goals for the children, codes of behaviour, habits and levels of

acceptability, which are based on the tools of language and communication.

SELF-ESTEEM

The concept of self esteem is closely related to self concept. The two most important theories of self-concept have been profounded by James and Mead. According to James (1964) the distinction between 'I' and 'me' is-I is the self as the subject, the known, while the 'me' is the self as the object, the context of what is not known. This is apparent in the case of young children and the changes that are revealed in their self descriptions with age. The older child will have more to say than the younger one. This could be because the self as 'I' is more sophisticated and capable of picking up the subtleties or because the self as 'me' is richer. Jones (1964) has differentiated the self as 'me' into four aspects: spiritual, material, social and bodily selves. The former three aspects are more important for determining self esteem. According to Jones self-esteem is the "prominent second aspect of self-concept". Jones described self esteem as "a person's success divided by his aspirations".

Research on self-esteem has established it as an important part of self-concept. Research has shown that self-esteem is negatively related to genuine delinquency, and depression in adolescents. Kaplan (1975) found an inverse

relationship between self-esteem and delinquency. Self esteem and school marks are found to be positively correlated (Wylie 1979).

Contextual dissonance has been considered important in self-esteem and described in two ways: a) individual approach b) collective approach. The former deals with a sociological approach to study individual in groups and the latter focusses on a group as the unit of analysis. Self esteem portrays global feelings of self-worth. A dissonant situation, usually the circumstances beyond one's control, may have a negative effect on ones self esteem. In the realm of self-concept, the identity has an important role, which can be correlated to the identity of a group and also the self within the group.

Mead and Cooley (1934) talked of the reflected appraisal of the self, which holds that if others look at us with respect, then we respect ourselves accordingly. The principle of social comparison by Festinger (1954) is also linked to the theory of social self-esteem. Social comparison is at the core of the social evaluation process in which human beings learn about themselves by comparing themselves to others. This process leads the individual to gather positive, neutral or negative self-ratings which are relative to the standards set by the individual and employed for comparison.

Another principle of self esteem formation is inherent in self-attributions (Kelley 1967). Bem's (1972) attribution theory viz a viz self-esteem draws upon Skinner's behaviouristic approach. He states that the inner self is unobservable, thus a person's overt behaviour is related to the situation. A child who views a poor report card will have low self-esteem. Similarly a person with a low-status job will have a low self-esteem. The interpretation of behaviour is important for the consequences of self-esteem. People may attribute their self-esteem to either internal properties or to the external situation, depending on the "blame-interpretation" by the individual.

In sum, the assumption that low prestige will produce correspondingly low self-esteem is an oversimplification. The different social and psychological theories of self-esteem, are important in determining global self-esteem. The situational and psychological reasons are both relevant for determining the levels of self-esteem of individuals.

ACHIEVEMENT MOTIVATION

It is expected generally that each child/adolescent will make an effort to do one's best and outdo others. The desire to attain the optimum excellence is referred to as achievement motivation. McClelland (1964) defined motivation as the tendency to strive for success in competition and

organise with some standard of excellence. Achievement motivation is one of the non-intellectual factors which is known to exert influence on various aspects of human behaviour. It induces an individual to do better than before, to excel others in performance, and strive to do ones best. It follows from the above that if the members of the peer group are high achievers, then the whole group is positively influenced.

The theory of McClelland et al (1964) is also known as an affective arousal theory. The cues which motivate the individual are of affective nature, the optional discrepancies between cues and actions produce positive effect, whereas large discrepancies between cues and actions create negative effect and thus negate the motivations of individuals.

Human motivation is a very complex phenomenon. The desire to adhere to the socially prescribed ways of satisfying ones drives, becomes a powerful motive in itself. With increasing motivation, sensitivity to approval or disapproval of the group to which an individual belongs, or of some other person whom he respects or admires forms a powerful stimulus rather than the urge to satisfy oneself alone, either physiologically or psychologically. In the child it manifests the desire to please the parents or teachers even at the cost of self denial.

Akinson (1964) described achievement motivation as an "attempt to account for the direction, magnitude and persistence of behaviour in a limited but very important domain of human activities. It means achievement oriented performance."

Income and occupational status of parents, have been found positively related to achievement motivation (Nutall 1964, Singha and Chambe 1972). Reitzes and Mutron (1980) in their paper regarding "significant others and self-conceptions: factors influencing educational expectations and academic performance have observed that "significant others" have multiple effects. Praise is also an important part of developing self-esteem and subsequent success. Thus it may be assumed that the significant others and praise have some effect on achievement motivation.

Banks, Slavvings and Biddle (1973) have expressed that influences are received by persons directly from the reference group. These influences are used to set the standard and to reinforce the standards of these individuals. The reference group becomes the model of behaviour for its members. It is assumed in this research that peer group relations may influence achievement motivation.

SCHOOL ADJUSTMENT

School adjustment is reflected in academic

performance. The individual's feeling of well-being in the school environment is important. One's relationship with the teachers, students and peers have an overall effect on how much at ease one feels at school and shows it in one's performance. Positive psychological adjustment to the school environment creates a feeling of being 'settled in' and the balance provides a stable base for the students to achieve. If the peer group of an individual is properly adjusted, then the individual is likely to imbibe these feelings too. Hence, concentration in studies, sports and creative thinking are encouraged. Positive relationships with the teacher also provide an atmosphere amenable to growth. Conversely, those individuals who are easily distracted, and have negative feelings towards the school, are likely to have problems in doing well in the class and influence their friends in pursuing activities, which become detrimental to their motivation and achievement.

CONCLUSION

Peer relations have been known to influence the lives of adolescents greatly, though it is indeed difficult to either typify or specify the degree and quality of influence exerted. Thus this study has tried to focus on some specific variables which may be affected by peer relations. The endeavour is to view peer relations from a panoramic view and try to see its influence on psychological

factors like self-esteem, achievement motivation and school adjustment. It is assumed that the peer relations are influenced by the prevailing culture in one's environment, but while the basic personality traits and psychological aspects are assumed to be the same globally, hence peer interaction of adolescents would presumably affect the motivation, adjustment and self-esteem.

The theoretical model chosen as the base to explain the results is the "push versus pull" model.

The conceptual model of analysis used for the research may be drawn below :

CHAPTER - II

REVIEW OF LITERATURE

Psychologists and Sociologists have attempted to study peer relations and other related factors in diverse and different ways. Despite the same topics' being studied, the perspectives differ thus giving us a global picture of the relationships of peer relations with self-esteem, achievement motivation and school adjustment. The studies will be reviewed under the categories of peer interactions, peer relations and self-esteem, peer relations and achievement motivation and peer relations and school adjustment.

Peer interactions

Peer interactions frequently take place before the age of three years and the origins of peer formation and stabilization of peer group competence at an early age requires the assessment of continuity from infancy to adulthood (Emmerich 1964, Van Leishout 1972, Wohlmill 1973).

An important study done by Smith (1976), was based on the theoretical explanations provided by Curtis(1974), which emphasized that peer relations are dependent on (a) push (b) pull (c) selective attachment or (d) drift. Different psychologists have lent support to these aspects. The push explanation claims that the parental failure to meet the needs of the child or adolescent and to establish a positive parent -adolescent relationship, results in the

adolescent's being more favourably oriented towards the peers. The pull explanation contends that the attraction of the peer group is so great that he/she is induced by the peers to become less favourably oriented towards the parents.

Thus the main thrust of the 'Push Vs Pull' theory studied by Smith (1976) showed the greater relevance of the Push explanation, whereby the adolescents who perceived the parents as not espousing the same values, or not understanding graduated towards the peer group for mental succour. The study by Smith was further strengthened by the earlier finding of Bandura (1969), Clausen (1968), Maccoby (1968) and Walters and Stinet (1971), which indicated that warm and nurturant parents were able to have greater influence over the adolescents/children, than those parents who were cold and punitive.

Ainsworth et al (1978) argued that social support is given as "sensitive response" to the perceived need of the child, and thus affective bonds that form between the target person and the agent of support—teacher, parent, peer group. Both Selman (1980) and Youniss (1975) agreed that young childrens' friendships are marked by sharing material resources with associates and playmates, while older children's friendships are characterized by mutual sharing of thoughts, interests and feelings. Studies done by Hartup (1953) Prins et al (1986) and Rubins et al (1983) Waters et al (1983) show that peer group stability is seen from age 3-

4 years upwards.

Close friendships provide adolescents with an important opportunity for developing greater self-knowledge through a process of mutual reflection. In contrast, parents are perceived as being less accepting and more likely to act as experts or authorities. Since these factors are likely to impede the process of mutual reflection, adolescents tend to discuss their problems, feelings, fears and doubts with 'best friends' rather than the parents (Youniss & Smollar 1985).

Several studies have identified routines that stress communal sharing in peer culture. Goodwins (1985) study of negotiations during jump rope, Mishler (1979) on "trading" & bargaining" of six year olds, at lunch time illustrate this.

The first sign of social differentiation is increasing gender separation. gender segregation begins in preschool (Berentzen 1984), and becomes so dramatic in elementary school that it is meaningful to speak 'to boys worlds and girls' worlds separately' (Thorne 1986). Studies of the 'separate worlds' show that boys interact in larger groups, engage in more aggressive, competitive play and frequently organise themselves around sports and organized games (Five 1987, Lewi 1976 and Lurie 1986).

The avenues for attaining peer status among girls are found mainly through cheer leading and friendships with popular girls (Eder 1985). Students coming from middle class

homes are closely tied to visible school activities and are involved in the dynamics of attaining peer status by academic achievements and athletic powers. This was not found to be true among working class students, who were more concerned with the rejection of academic issues and the values of the elite (Eder 1985).

Loyalty and commitment acquire central importance in later adolescence, rather than that of sharing in early adolescence. Mutual intimacy and openness in friendship are more valued in later adolescence, often surpassing friendship choices with popular individuals. Later adolescents tend to have more similarity with the peer groups in terms of attitudes towards school, college plans and achievement rather than younger adolescents (Bigelow & Lagaiepe 1980, Epstein 1983, Youniss & Smollar 1985)

Programmes developed to teach social skills to adolescent children are based on the social skills deficit model (Hymel 1986), that assumes changes in the behaviour of the child in the way he is perceived. A competing model is that, which encourages peer intervention in "low status" children and argues that children's reputation is to be changed. Changes in the LS children are more likely when positive interactions take place with high status peers (Bieiman 1986, Hymel 1986). Factors such as positive interdependence, collaboration and group processing may need to be included in peer-pairing social skills training

(Johnson & Johnson, 1984, 1986) to produce a visible increase in positive perceptions by peers, rather than mere interaction.

Another set of two studies have been done on the peer acceptance (Vaughn, Lawcelott, Winnis 1988), when low status students were paired with high status students for intensive, cooperative, social skills training sessions. Interventions must be structured both to teach appropriate social skills and to provide opportunities for low status students, to be viewed positively by their peers if the interventions are to be successful.

Recent studies done on middle class adolescents show that though interest in athletics is common, the pursual of athletic achievements and extra curricular activities become of central interest to adolescents, especially boys, who achieve status through these activities, and also gain control over school resources, including use of space & time (Eckert 1988). James (1990) studied 2453 children of grades 3-6 and followed their progress upto mean age of 26.7 years. He used mental health record sources to follow up the cases. The sample had received peer ratings through the school years. The findings showed that peer rejection was significantly related to mental health problems.

Peer relations have a very strong influence on adolescents from more than just one social angle. In cases where the interaction with parents lack warmth and

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understanding, the adolescent turns to the peer group for emotional support. The influence of peer group becomes stronger in later adolescence in the spheres of academic pursuits and interests. Gender differentiation becomes apparent in peer group relations, from early adolescence onwards. During this phase some sex adolescents tend to cluster together. For boys sports, games and competitiveness draws them together, whereas in girls the peer group adolescence shows a slight shift towards a more homogenous peer group, though the basic differentiation is there. There is more stress on loyalty and close friendships in later adolescence. Achieving a high status in the peer group is important for the individuals feeling of acceptance. He/she tries to achieve this through conforming to the norms of the peer group. Being accepted also raises the individuals self-esteem and feelings of self-worth.

Girls in more elite groups are concerned with being in everything, and they see the ideal student as one with a great deal of involvements (Lesko 1988). On the other hand middle class girls, described as 'mellows' or 'normals' place a stronger emphasis on friendships, and are more concerned with family and non-school activities. (Lesko 1988, Kiney 1989).

SELF-ESTEEM

In support of the relationship between peer

relations and self-esteem Bowlby found in (1969) that "attachment relationships within the peer group and self-concept remain salient through out life". Among the principles of self-esteem, important are reflected appraisals, social comparisons and self-attributions (Rosenberg 1986). Self-esteem is thus viewed as a product of social interaction. Powell and Fuller (1970) studied self-esteem of 614 black and white students using the Fitts Tennessee Scale of self-concept. Blacks in segregated schools seemed to have a higher self-esteem than those from non-segregated schools.

Research on self-esteem has established it as an important part of self concept. Global research has shown that self-esteem is negatively related to genuine delinquency and depression in adolescents. Kaplan (1975) found an inverse relationship between self-esteem and delinquency. Self-esteem and school marks are found to be positively correlated (Wylie 1979). Thus a casual connection has been assumed between self-esteem, motivation and school adjustment.

In a study, Reitzes and Mutran (1980) looked into the factors influencing educational expectations and academic performances. The influence of significant others and self-concept have been studied. They have formed a model of academic expectations having the following elements :

1. Significant others.

a) Parents

- b) Peers
- c) high school
- d) intimates.

2. Praise

3. Sex

4. School grades or marks

5. Self.

The findings suggest that background characteristics influence self-concept, though past socialization experiences and role-modelling are also relevant. Significant others also influence behaviour through identity and self-esteem.

Rogers et al (1978) studied 159 academic under achievers in 17 elementary schools in small class groups for special education. Results showed that those children with higher standardized scores had higher self-esteem both on composite self-esteem index and on various sub scales. Wylie (1979) found that academic marks tend to be correlated highly to self-esteem. The relationship between IQ tests and global self-esteem is reported to be between $r=.20-.30$. Self esteem in the student appears to be a positive characteristic of those who have been successful in their past experience as students, that is have good grades and have received positive reinforcement from significant others (Reitzes and Mutran

1980). Swann and his colleagues (1987) found that low self-esteem individuals and their acceptance of unfavourable feedback is more accurate and self-descriptive than those with high self-concept.

The relationship between self-esteem and academic achievement has been studied by Kinney, Pam & Miller, Mark J (1988). They took 10 highly successful undergraduates and ten remedial undergraduates. They found a significant difference between the self-esteem scores of the two on a self-esteem inventory, where the individual students showed a much lower self-esteem level.

Toni-Ann-Roberts (1990) studied "gender and the influence of evaluations on self-assessments in achievement." The study revealed that girls have greater dependency on external evaluations, to assess the quality of their work. Boys in contrast, have internal standards of excellence and are therefore less influenced by external feedback.

An interesting study is done by Cornell, Pelton, Bassin, Lendrum & Mary et al (1990) on self concept, peer status and high ability. The authors examined the relationship between self-concept, peer status among 465 high ability youth from grades 5-11. The differential relation, at summer enrichment school, of four facets of self-concept namely social, academic, athletic and physical appearance, was investigated in both academic and non-academic group settings. Results indicate that

(a) Self-concept, social self-concept is predictive of peer status.

(b) There appears to be developmental and gender differences in the role that self-concept plays in peer status.

(c) Most findings are consistent across both peer group settings. This study supports the theoretical link between self-concept and peer status in high ability groups.

A study has been conducted by Joel & Leryest (1990) on the structure and stability of self-esteem in late teens and associated variables in a sample of 7183 high school seniors. Self esteem of the sample has been assessed in their senior year and two years later. As expected, self-esteem is found stable over two years, although a slight change has been recorded. Attributions of personal control over one's own outcomes and behavior are potent statistical predictors of self-esteem and its change over time. Self-beliefs and the related proximal psychological variables are found to be better predictors of self-esteem and its change than the distal socio demographic variables.

Williams and Mcgee (1991) conducted a study on 1976 adolescents aged 15 years. They have been asked to complete a 22 point scale related to their self-perceived strengths. Boys having positive self-esteem are rated as good in

sports, confident, popular, having many hobbies, interests and being attractive. Girls see themselves as being reliable, kind, independent and affectionate.

Boys' strength depends on parents, peers, school attachments, part time work, and the number of physical activities that they are involved in. Girls are more dependent on parent attachment and physical abilities they are good in. Boys' reliance on peer group has been greater and the sense of competitiveness is enhanced by this, whereas girls lay more emphasis on parental expectations.

Self-esteem is the global feeling of self worth which is determined to some extent by the feedback one gets from social interaction. Research has shown that those who have high self-esteem have less problems with concentration and delinquency in adolescence. There is no depression and the desire to achieve is also highlighted. Acceptance by the peers enhances self-esteem, adolescents who are exposed to people of the same background, feel more comfortable in their environment, as the feelings of dissonance and maladjustment are minimized. Those with low self-esteem are more prone to internalizing negative feedback thus becoming more vulnerable. Girls are more dependent on external forces for assessing their own self worth, whereas boys tend to have their own internal standards of achievement. During adolescence studies done on self-esteem and school marks show a very positive correlation thereby proving that confidence

in oneself enriches the self-concept.

ACHIEVEMENT MOTIVATION

Achievement motivation has been linked by psychologists to various dimensions of the personality, intrinsic motives and external forces.

Income and occupational status of parents, have been found to be positively related to achievement motivation (Nutall 1964, Singha and Chambe 1972).

Reitzes and Mutrn (1980) have studied factors influencing academic performance and educational expectations. They found "significant others" having "multiple effects" on self-esteem. Praise supports this process and thus it may be assumed that "significant others" also affect the achievement motivation of the individual. The study has indicated as such.

Banks, Slavvings & Biddle (1990) have expressed that influences are received directly from the "reference group" as stated by Hymen (1942). These influences are used to set the standard and to reinforce the standards of these individuals. The normative group according to Kelley (1947) is the group for its members and is assumed in this research to influence achievement motivation.

Various articles have suggested that decisions to drop out of school or college are affected by peers, and the degree of friendship or closeness is of importance (Beau

1980, Pascarella and Terengini 1979, 1980, Spady 1971, Tento 1975).

Vitek's (1986) analysis of data from a longitudinal study of high school students, led her to conclude that the attrition of students is strongly affected by peer modelling, either due to low socio-economic status, peer pressure or parental neglect, maladjustment in school. The numbers diminish in high school.

Sinha, Prasad and Madhukar (1966) reported a study done in India, on the vocational aspirations of school leaving pupils. The study was carried out on a stratified random sample of over 2000 school leaving students of Trivandrum Educational District. They showed vocational aspirations to be significantly related to sex, caste, parental income, urbanization, intelligence and academic performance.

Gupta (1979) in a study on psychological stress related to level of aspirations and performance motivation showed that there existed significantly high positive relationships among psychological stress, performance motivation, educational and occupational aspirations. All the interrelationships were linear. All the three extreme groups that is high achievement motivation, high educational aspiration and high occupational motivation groups were under greatest psychological stress, while low achievement

motivation students were under minimum stress.

Bedi (1982) studied aspirations of adolescents as related to socio-economic status, intelligence and sex. Findings revealed that educational aspirations are significantly correlated with intelligence.

A study done by Wanchoo & Khan (1991) on socio economic status and academic achievement. A comparative study of Government and Private school students in the Kashmir Valley between 10 Private schools and 10 Government schools results indicated that the private schools were attended by students from the higher economic bracket of society. It was clear that there was a positive and significant relationship between socio-economic status and academic achievement of students studying in private schools.

SCHOOL ADJUSTMENT

A study conducted by Fields (1989) investigated the impact of teacher directed, classroom oriented social skills training programme on the social behaviour and social status of 14 primary school children, who were neglected or rejected by their peers. Teachers and peers rated the group before and after the programme, ratings were given on social competence. The programme was derived from a cognitive-social learning and behaviour having perspective. They emphasized direct verbal explanation and modelling of social skills, guided practice and roleplaying plus feedback. The results of the

study show that teachers report improvement in the social behaviour of the study group and school adjustment as greatly enhanced. There is no marked change in the peer preferred behaviour though for some of the children the peer ratings are considerably higher.

Rydell (1989) studied 326 children for of school adjustment, school performance and peer relations. The sample group selected was from the first grade of a Swedish school. She used teacher ratings and peer ratings to assess the children for school adjustment and peer ratings respectively. Of the group, 14% had difficulty in reading, writing and psychological problems. Behavioural problems did not coincide with poor scholastic and social problems simultaneously. Peer ratings show moderate agreement with teacher ratings. Extremely popular boys have teacher related problems. But those with teacher related problems did not have or tend to be isolated from peer relations. Only poor gross motor skills tend to isolate popular boys from unacceptable boys.

Kupersmidt and Coie (1990) investigated pre-adolescent aggressive behaviour, peer rejection, school functioning in the prediction of adolescent delinquency and school maladjustment. The sample group comprised of 112 adolescents of which 77 were white. The group has been studied for seven years. Those individuals who feel rejected by peers are likely to have more non-specific negative outcome, than those who are average, popular or neglected

adolescents. The only significant predictor of juvenile delinquency or of a non-specific negative outcome is aggression towards peers. Aggression is the best predictor of school dropouts and police encounters.

Many psychologists believe that alienation or maladjustment in school is a major problem. They believe that it originates in the home and surroundings related to home and is exacerbated by the school (Bronfenbrenner 1974, 1976). Mair (1989) examined student maladjustment in a school context and concluded that contingencies in the school setting, such as those based on allocation of students to neighbourhood schools, and peer relations and teacher associations can either facilitate integration or create alienation.

CHAPTER III

METHODOLOGY

Problem

Peer relations among adolescents are related to their self-esteem, achievement motivation and school adjustment.

Assumptions

1. The peer group identity during adolescence is known to be very strong, thus the influence exerted by the peer group on adolescents is assumed to be very powerful. The relations among adolescents may vary by gender as the males and females are socialized into different adult roles. Also there are differences in interests and social factors acting on them at home and school. For example, competitiveness in boys is more pronounced among the peer groups in studies and sports and the need to be better is often noticed. Whereas in girls there is a greater emphasis on common interests and confidence. Differences in peer relations may also be affected by age. Early adolescent interactions may vary from later adolescent interactions.

Peer group relations may be based on commonality of interests and values. The normal tendency is to gravitate towards people with similar interests. Though sometimes admiration or charisma may draw another individual into forming a peer group, the are relations based on some value,

whether it be interests, values or the desire to be "like them," which draw individuals together.

2. The opinions or interests valued by the peer group of the individual, may greatly affect one's level of self-confidence and self-esteem. The continuous feed back which individuals get either through words, actions or gestures, all together reflect on the individual's self-concept. If the feed back is positive or one feels oneself to be accepted by the peer group or popular, the self-esteem will automatically get a boost.

3. The amount of time spent in the company of peers inside and outside the class may create positive perspective in the individuals, within the peer group towards achievement motivation. Motivation is a force from within, which works on the individual to be an achiever or otherwise. Outside influences in the form of peer group pressure can help to raise or lower the need to achieve. In the company of highly motivated individuals forming a peer group, the orientation may influence the members positively or the reverse may also be true like low achievements may foster low orientation in the peer group.

4. Adjustment in school is a very important factor for building the adolescents total personality. Discomfiture or a sense of not belonging will always hinder the adolescent from achieving his or her potential. Better adjusted adolescents may perform better at school and also develop

good peer relations and thus do better in studies, sports and other creative activities. Also belonging to a peer group having good adjustment is highly positive, because having positive peer relations will enhance the process of school adjustments thereby strengthening the cycle of the individuals self concept motivation and adjustment.

HYPOTHESIS

1. There will be significant differences by gender on peer relations, self esteem, achievement motivation and school adjustment of adolescents.

2. There will be significant differences by age in peer relations, school adjustment , achievemet motivation and self-esteem of 13 year and 17 year olds.

3. There will be significant correlations among demographic variables, peer group relattions, school adjustment, achievement motivation, and self-esteem.

OBJECTIVES

1. To ascertain the relationship between peer relations, self-esteem, achievement motivation and school adjustment of adolescents.

2. To assess the effects of gender and age on peer relations, self-esteem, achievement motivation and school adjustment of adolescents.

3. To qualitatively assess peer relations and its effect on factors like self-esteem, achievement motivation and school adjustment.

SAMPLE

The sample has been selected at two levels :-

School level

Student level

30 boys between 12-14 years from Std.VII

30 girls between 12-14 years from Std.VII

30 boys between 16-17 years from Std.XII

30 girls between 16-17 years from Std.XII

DESCRIPTION OF THE SCHOOL CHOSEN FOR STUDY

The school chosen for the study is primarily a English Medium private school situated in the metropolis of Delhi. The school is administered by a trust, through a board of members. The educational facilities extend from Nursery to Std.XII. The school is equipped with a playground, canteen, bookshop, football field, basketball court. The library is large and well stocked and the physics, chemistry and biology laboratories are also adequately equipped. Social sciences are taught in the higher classes alongside science subjects, maths and language in the middle school. The teachers are well qualified and hail mainly from the upper middle class background. The students come from an upper middle class and predominantly service oriented background, with professional parents, while a smaller percentage of children from the business class are

included.

Till the middle school internal assessments are done via continual grading throughout the year. The school is well known for its cultural and artistic pursuits. Since the students come largely from middle to upper class families they are socio-economically advantaged.

The education level of parents being high, by and large, they provide the students with the impetus to fulfill the social requirements of education. The admission procedures are quite formalized and the normal format is to take tests and interviews. The number of children per section is limited to 45 and less in higher classes.

STUDENTS

To differentiate the influence on males and females, equal numbers of male and female students were selected. It is felt that peer relations take on different connotations at early and late adolescence. During early adolescence the stress lies on becoming aware of the individuals sex or gender and clustering of the same sex friends are more common. With the burgeoning of adolescents' interests in the opposite sex, friendship between boys and girls are also noticed.

Males and females are socialized differently from an early age, with inherent biological trait differences. Thus the values attached to certain kinds of play or progress with

boys at adolescence take on a powerful role and the focus of interest or play for girls may be different. Values undergo subtle changes as the individuals develop in their respective roles.

Thus two different age levels have been studied to bring to light the changing values in friendship, peer relations over a span of 4-5 years. The gradual determination of values and focus of interests should be visible by late adolescence. What is held as water tight values at 13 years, may undergo a sea-change by 17 years, specially in the perspective of male and female relationships, the degree of peer influence and the quality of influence exerted within the peer group. By late adolescence, the mainstay values and interests of adolescence in the light of peer relations.

DESIGN OF THE STUDY

This study will be ex post facto in nature, since interactions with peers, relationships, self-esteem, achievement motivation and school adjustment in adolescence are continuously developing.

VARIABLES

The variables selected for study include peer relations, self-esteem, achievement motivation and school adjustment.

OPERATIONAL DEFINITIONS OF VARIABLES

PEER RELATIONS

Peer relations would be defined, in terms of interactions among students. The commonality of interest and values, cohesiveness among peers, understanding of each other and the opportunity to meet and interact everyday in a common setting, strengthen the influence peers have on each other.

ACHIEVEMENT MOTIVATION

The attempt to do one's best and outdo the others, the desire to attain excellence is referred to as achievement motivation. McClelland defined motivation "as the tendency to strive for success in competition and organise some standard of excellence." It includes the individual to do better than before, to excel others in performance, and strive to do his best. Achievement motivation is a non-intellectual factor which exerts a strong influence on achieving goals. Atkinson (1964) described achievement motivation as "attempt to account for the direction, magnitude and persistence of behaviour in a limited but very important domain of human activities. It means achievement oriented performance."

SELF-ESTEEM

The concept of self-esteem is found closely related to self-concept. McDougall (1932) described self-concept "as the fundamental human attitude." Mead has looked at self-

concept from an interactionist perspective. Maccoby said "self-esteem is the main emotion which motivates a person or is the core of human motive."

SCHOOL ADJUSTMENT

School adjustment is reflected in academic performance. It is defined as the individuals feelings of well-being in the school environment. Positive psychological adjustment to the school environment creates a feeling of well-being and belongingness and provides a stable base for the individual.

TOOLS TO BE USED DESCRIPTION OF THE TOOLS

Questionnaires will be used to measure peer relations, achievement motivation, self-esteem and school adjustment.

PEER RELATIONS INVENTORY

A scale has been devised for this study. The inventory was written and rewritten a few times. It was discussed with experts and teachers to bring it to its present acceptable form. The focus of the questionnaire is assessing the strength of the peer group, the feeling of cohesiveness, the time spent together and the quality of interactions which affects the individuals. It uses the method of completing the sentences as well as multiple choice response form to elicit information from the students.

SELF-ESTEEM SCALE

M. Vasavanna's (1972) scale for self-esteem was used to measure the level of self-esteem of the students. The original scale comprised of 100 items and had a reliability of .96. Panda (1990) used 36 items and reported high reliability. In the present research 36 items have been used. The respondents are required to respond as true or false. A score of zero was given to true and of 1 to the false responses. Thus, the higher the score, the lower the self-esteem. Care had been taken that these 36 items measure ones feelings of self-worth or self-evaluation in almost all the diversified fields. The external validity is .37 against academic performance and .28 with scholarship, which are significant at .01 level.

SCHOOL ADJUSTMENT INVENTORY

A shortened version of the scale developed by Henry Borow (1949) was used to measure the adjustment of students by Srivastava (1990). The scale consisted of 30 items with 5 items each under six areas of school adjustment. 1. Curricular adjustment, 2. maturity of goals and levels of aspirations, 3. personal efficiency, planning and use of time, 4. study skills and practice, 5. mental health, 6. personal relations (faculty and associates). It was scored on a 3 point scale, the categories being 'yes, 'undecided' and 'no'. The acceptable response was given a score of two. A score of one was assigned to the undecided response and

zero was assigned to the negative score. Total score was obtained by adding up the individual responses.

ACHIEVEMENT MOTIVATION INVENTORY

This inventory was devised by Deo Mohan (1964) and is a self rating type, administered to a group. It has a five point response format - always, frequently, sometimes, rarely and never. It has no time limit. The rating scores range from 4-0, positive weightage given to 4 and 0 for negative. The reliability is sufficiently high and the validity is .54. It is suitable within a range of 16-20 years. The minimum score can be 0 and the maximum score can be 200. After the questionnaire is attached a personal proforma, which elicits information regarding the individuals age, gender, fathers' and mothers' occupations, income etc.

QUALITATIVE DATA

Additionally in order to obtain a clear and in depth understanding of peer relations of adolescents, three to four weeks of observations were undertaken. Detailed diary notes were recorded. The time of observation was during off time from class like the playground behaviour during recess, and also the classroom behaviour during class time and between classes.

The students were observed from the rear of the classroom and observations were noted using the following categories : -

1. Peer interactions, its grouping and nature of gossip,

conversation trends, sharing of resources, interests in common, academic pursuits.

2. The amount of time spent interacting.

3. Critical incidents and conversations indicating the quality of peer interaction.

4. Teachers opinions and their perceptions of peer group influence.

It was difficult to note down exact conversation as they were relatively muted during class time, and in the playfield the endeavour was not to appear conspicuous. However, the trend of conversations and topics of gossip were definitely discernable and actions relating to peer group activities like sharing, common interest pursuits etc., were noted in detail.

ANALYSIS OF DATA

Correlational analysis was done to find relations among peer relations, self-esteem, achievement motivation, school adjustment. Values were calculated to test the effects of gender and age. Qualitative data was analyzed using content analysis procedures.

CHAPTER - IV

Results

Section I

Peer Group Relations

The peer group relations were assessed on 13 dimensions in this study. Means and S.D's obtained for early and late adolescents and for males and females are reported in Tables 1 and 2.

The mean for best friends shows that females (M = 1.7) and late adolescents (M = 1.87) have a higher number of best friends. The means were lower for early adolescents (M = 1.71) and males (M = 1.70).

In the case of taking advice, females (M=2.14) and early adolescents (M = 2.18) each, have higher means than males (M = 2.00) and late adolescents (M = 1.97).

The perceptions of adolescents regarding parents opinion of peers show that the early adolescents (M = 1.92) and males (M = 1.91) tend to feel more positively about parents' approval of their peers than females (M = 1.89) and late adolescents (M = 1.88), total being (M = 1.92). These scores are more or less commensurate with the total sample mean.

The feeling of being part of a peer group appears to be stronger in early adolescents (M = 1.93) than late

adolescents ($M = 1.88$). The standard deviation is slightly higher in late adolescence indicating higher variability. Love for peer group seems to be higher among the females ($M = 1.95$) and late adolescents ($M = 1.95$), with the minimum of variability ($S.D. = .28$). Mean score for the total group is slightly higher ($M = 1.96$). Reasons for spending time with peers indicate a single dominant reason, either a common interest or liking for the peer group, for all the groups. The mean amount of time spent with peers is higher among late adolescents ($M = 6.27$) than the early adolescents ($M = 4.63$). It is also higher for females ($M = 5.90$) than males ($M = 4.63$). The places of meeting friends indicate that friends meet at more than one place after school. Males met less ($M = 1.19$) than females ($M = 1.35$), and early adolescents ($M = 1.08$) met less than late adolescents ($M = 1.47$) indicating that these groups have more than one meeting place.

The results indicate slightly higher scores on after school activities for late adolescents ($M = 1.58$), as compared to early adolescents ($M = 1.12$). The females have a higher mean score of ($M = 1.41$) compared to the males ($M = 1.26$). The standard deviation was higher for females ($SD = .75$) and late adolescents ($SD = .81$) indicating their indulgence in a wider range of activities. All groups value advice of friends. On an average there is one main source of friendship, with mean for the total sample ($M = 1.02$), for males ($M = 1.00$), for females ($M = 1.02$), for early adolescents ($M = 1.00$), for late adolescence ($M = .98$).

The average number of topics of conversation seem to be higher for females ($M = 1.30$) and late adolescent group ($M = 1.36$). The mean for males is ($M = 1.14$) and for early adolescents ($M = 1.08$). The standard deviation scores for females and late adolescents are the highest ($S.D.=.91$) and ($S.D.=.95$) indicating high variability in the range of topics they converse about.

The early adolescent group seems to perceive the highest benefit of having friends ($M = 1.67$). The males, females and late adolescents are comparable ($M = 1.21$, $M = 1.22$ and $M = 1.25$ respectively). The overall peer group influence is highest among the late adolescents ($M = 24.50$) followed by early adolescents ($M = 21.77$), males ($M = 22.18$) and females ($M = 23.97$). The late adolescents also had the highest variability ($S.D. = 4.80$).

Table 1 - Means & S.D.'s on Peer Group Dimensions
Early Adolescence and Late Adolescence

Variables	Early Adol.		Late Adol.	
	Mean	S.D.	Mean	S.D.
BF	1.71	.64	1.87	.39
Ad	2.18	.96	1.97	1.13
POP	1.92	.33	1.88	.37
POG	1.93	.31	1.88	.41
LPG	1.93	.31	1.95	.28
RST	1.00	.32	.98	.13
ADT	4.63	2.57	6.27	1.85
POM	1.08	.33	1.47	.77
ASA	1.12	.45	1.58	.81
VDA	1.00	.18	.98	.13
SOF	.98	.22	1.03	.26
TOC	1.08	.38	1.36	.95
BFF	1.67	.58	1.25	.62
TOTAL	21.77	4.26	24.50	4.80

BF	=	Best Friends	ADT	=	Amount of time
Ad	=	Advice	POM	=	Place of meeting
POP	=	Parents opinion of Peers	ASA	=	After school activities
POG	=	Part of Group	VDA	=	Value of advice
LPG	=	Love of Peer Group	SOF	=	Source of Friends
RST	=	Reasons for spending time	TOC	=	Theme of Conversation
			BFF	=	Benefit from friends

Table 2 - Means & S.D's on Peer Group Variables
MALES AND FEMALES

PEER GROUP :

VARIABLES	M A L E S		F E M A L E S	
	MEAN	S.D.	MEAN	S.D.
BF	1.70	.65	1.87	.38
Ad	2.00	1.11	2.14	.99
POP	1.91	.34	1.89	.36
POG	1.91	.39	1.90	.35
LPG	1.92	.32	1.95	.28
RST	1.00	.33	.99	.13
AOT	4.91	2.34	5.90	2.33
POM	1.19	.52	1.35	.70
ASA	1.26	.61	1.41	.75
VDA	1.00	.19	.98	.13
SOF	1.00	.27	1.02	.22
TOC	1.14	.48	1.30	.91
BFF	1.21	.59	1.22	.63
TOTAL	22.18	4.48	23.97	4.79

BF	=	Best Friends	AOT	=	Amount of time
Ad	=	Advice	POM	=	Place of meeting
POP	=	Parents opinion of Peers	ASA	=	After school activities
POG	=	Part of Group	VDA	=	Value of advice
LPG	=	Love of Peer Group	SOF	=	Source of Friends
RST	=	Reasons for spending time	TOC	=	Theme of Conversation
			BFF	=	Benefit from friends

Table - 3 Number of Friends

In Percentages 13 Yrs. and 17 Yrs. Age Groups

11 +	6.6%	26.6%
8 - 11	10%	13.3%
4 - 7	56.6%	46.6%
0 - 3	18.3%	11.6%

Table 4 Distribution on Belonging to Peer Group

	13 YRS	17 YRS
Helping	18.3%	13.3%
Affection	25%	33.3%
Frankness	11.6%	5%
Trust	31.6%	20%
Confidence Advice	20.0%	5%
Interests in Common	31.6%	33.3%

Table 5 - Most liked characteristics about Peers

	13 YRS	17 YRS
Frankness	6.6%	8.3%
Loyalty	25%	5%
Affectionate	25%	33.3%
Helpfulness	33.3%	20%
Same Interests	23.3%	30%
Understanding	6.6%	23.3%

Table 6 - Reasons for wanting to be with friends

	13 YRS	17 YRS
Enjoyment/Fun	33.3%	38.3%
Help	21.6%	16.6%
Openness	8.3%	0%
Understanding Confidence	28.3%	8.3%
Affection	20.0%	20%
Interesting	6%	16.6%

QUALITATIVE ITEMS OF PERCENTAGES

The peer relation questionnaire included four items which could only be subjected to percentage analysis. Those are reported in Table 4, 5, 6 & 7. The percentages in Table 4 indicate that for both the age groups, the highest percentage fall in the category of 4 to 7 friends was 56.6% for the 13 year olds and 46.6% for the 17 year olds (26.6%). The next member of friends group most common were the 11+ for the 17 year olds and 0-3% for the 13 year olds (18.3%).

The feeling of Belongingness to the Group - comprises of multiple responses such as helping, affection, frankness etc, the helping response showed was chosen by more 13 year olds (18.8%) than for (13.3%) the 17 year olds. Affection was mentioned by a higher percentage of 17 year olds (33.3%) as compared to (25%) for the 13 year olds. Frankness was more valued by 13 yr olds (11.6%) than by 17 year olds (5%). Trust and taking advice from peers is chosen

more by the 13 year olds (31.6% and 20%) than 17 year olds. Common interests appear to be only slightly lower for 13 year olds (31.6%) than for the 17 year olds (33.3%).

The most liked characteristics about Peers - Frankness was rated lower by 13 year olds (6.6%) than by 17 year olds (8.3%), thereby not laying too much stress on this dimension. Loyalty was given a high rating by 13 year olds (25% as compared to 5% by the 17 year olds). Affection was given prominence by both the age groups, 25% for 13 year olds and 33.3% than (20%) by the 17 year olds. Helpfulness was rated highly by the 13 year olds (33.3%) and by the 17 year olds. Having same interests and understanding were seen as more important by the 17 year olds (23.3%) than the 13 year olds.

Among the reasons for being with Peers - enjoyment and fun clearly stole the show as 33.3% of 13 year olds and 38.3% of 17 year olds valued it. Getting help from friends appeared to be more important for the 13 year olds (21.6%) as compared to the 17 year olds (16.6%). Openness was valued by the 13 year olds only. Understanding and confidence were valued more highly by the 13 year olds than the 17 year olds (28.3% and 8.3%). Affection for friends was rated equally by both the age groups. Having common interests or finding the friend interesting was valued more by the 17 year olds (16.6%) than the 13 years old (6%).

SCHOOL ADJUSTMENT - The means and SD's on different dimensions of school adjustment are reported in

tables 7, 8, 9. In the sphere of curriculum adjustment the means are higher for males (4.05) and early adolescents (4.07), who show better adjustment than later adolescents (3.73) and females (3.71). S.D. is highest for late adolescents (1.70) which indicates a higher variability in this group as compared to others.

Goals and Levels of Aspirations - Males display the higher score in maturation of goals and levels of aspiration (5.25) followed by early adolescents (5.20), than females (5.02) and late adolescents (5.03). The S.D. is higher for late adolescents (1.80) followed by females (1.75).

Personal Efficiency and Planning use of Time-

The mean for the total group on Personal Efficiency and Planning Use of time is 3.33. This type of adjustment seems to be higher for males (3.56) and late adolescents (5.65) than females (2.98) and early adolescents (2.90). Late adolescents (1.98) and females (1.90) show less deviation comparatively.

Study Skills and Practice - The results show that the total group mean score on Study skills and Practice is 3.33. The later adolescents have the highest mean ($M=5.30$) indicating that later adolescents have greater study skills and practice. The other means are females (4.71), males (4.60) and early adolescents (4.10). The S.D's are comparable in all groups.

MENTAL HEALTH :

The mean for the total sample is (4.89). The mean scores for males and females are (4.89) and (4.86) respectively, indicating comparable mental health status. Early adolescents portray a better mental health ($M = 5.03$) than later adolescents ($M = 4.73$).

Personal Relations - The mean score for the total group is (4.89) with early adolescents and males showing better scores (5.37) and (4.96) respectively than females (4.70), and late adolescents (4.37), the latter indicating some what poor personal relations. The S.D. is highest in early adolescents (1.65), followed by late adolescents (2.02).

Table 7 Means and S.D.s of School Adjustment Variables

Total Sample

Variable	Mean	S.D.
CA	3.91	1.44
MG & LA	5.16	1.66
PE & PUT	3.33	2.06
SS & P	4.72	2.39
MH	4.89	2.36
PR	4.89	1.86

CA	=	Curriculum adjustment
MG & LA	=	Maturation of goals and levels of aspiration
PE & PUT	=	Personal efficiency and planning and use of time
SS & P	=	Study skills and practice
MH	=	Mental health
PR	=	Personal Relations

Table 8 Means and S.D.s on School Adjustment Variables

Early adolescence & late adolescence

Variables	Early Adol.		Late Adol.	
	Mean	S.D.	Mean	S.D.
CA	4.07	1.18	3.73	1.70
MG & LA	5.20	1.64	5.03	1.80
PE & PUT	2.90	2.10	3.65	1.98
SS & P	4.10	2.35	5.30	2.35
MH	5.03	2.51	4.73	2.25
PR	5.37	1.65	4.37	2.02

CA	=	Curriculum adjustment
MG & LA	=	Maturation of goals and levels of aspiration
PE & PUT	=	Personal efficiency and planning and use of time
SS & P	=	Study skills and practice
MH	=	Mental health
PR	=	Personal Relations

Table 9 Means and S.D.s on School Adjustment Variables

MALES & FEMALES

Variables	M A L E S		F E M A L E S	
	Mean	S.D.	Mean	S.D.
CA	4.05	1.39	3.71	1.54
MG & LA	5.25	1.69	5.02	1.75
PE & PUT	3.56	2.63	2.98	1.90
SS & P	4.60	2.46	4.71	2.40
MH	4.89	2.55	4.86	2.26
PR	4.96	1.86	4.70	1.92

CA = Curriculum adjustment

MG & LA = Maturation of goals and levels of aspiration

PE & PUT = Personal efficiency and planning and use of time

SS & P = Study skills and practice

MH = Mental health

PR = Personal Relations

Table 10 Means and S.D.s on Self-esteem and Achievement

Motivation

TOTAL SAMPLE

Self Esteem

Variables	Mean	S.D.
A.M.	121.87	18.23
S.E.	16.11	3.50

A.M. = Achievement Motivation

S.E. = Self Esteem

Table 11 Means and S.D.s on and Achievement

Motivation and Self Esteem
Early adolescence & late adolescence

Variables	Early Adol.		Late Adol.	
	Mean	S.D.	Mean	S.D.
A.M.	125.18	21.13	116.35	20.78
S.E.	-15.92	3.79	-15.95	3.78

A.M. = Achievement Motivation

S.E. = Self Esteem

Table 12 Means and S.D.s on Achievement

Motivation & Self Esteem

MALES & FEMALES

Variables	M A L E S		F E M A L E S	
	Mean	S.D.	Mean	S.D.
A.M.	122.12	20.64	119.70	22.08
S.E.	-16.05	4.09	-16.00	3.47

A.M. = Achievement Motivation

S.E. = Self Esteem

Achievement Motivation and self esteem : The means and SD's on achieved motivation and self esteem for different groups are reported in Table 10, 11, 12. Compared

to the mean achievement motivation of the total sample of ($M=121.87$), males and early adolescents showed a slightly higher mean achievement motivation ($M=122.12$, 125.18). Females and late adolescents had have relatively lower scores. The S.D. was highest for females (22.08) followed by early adolescents (21.13).

The mean self-esteem scores for males and females were $M = 16.05$ and $M = 16.00$ respectively which are comparable to the mean scores of the total sample (16.11). Early and late adolescent's scores on self-esteem were $M = 15.92$ and $M = 15.95$ respectively. The S.D. highest for males (4.09).

DEMOGRAPHIC VARIABLES

The means and SD's on demographic variables are presented in Tables 13, 14, 15.

Fathers Education :

The mean on father's education in the total sample was 2.66 . It was for males $M = 2.68$ and $M = 2.60$ for females, which indicates that most fathers have graduates and post-graduate level education. Similarly for early and late adolescents the means are (2.88) and (2.38) respectively.

Mothers Education :

For the total sample the mean score on mother's education was 2.38 , whereas the means for early and later adolescents were 2.40 and 2.30 respectively. For males and females the means were 2.37 and 2.33 respectively. The mean scores for all groups compared closely indicating that most mothers were graduates with some even being post graduates.

Table 13 Means and S.D.'s on Demographic Variables

Total Sample

Variables	Mean	S.D.
FE	2.66	.70
ME	2.38	.64
FO	1.48	.58
MO	.60	.73
F In	1.92	.35

FE = Father's education

ME = Mother's education

FO = Father's occupation

MO = Mother's occupation

F In = Family Income

Table 14 Means and S.D.s on Demographic Variables

Early adolescence & late adolescence

Variables	Early Adol.		Late Adol.	
	Mean	S.D.	Mean	S.D.
FE	2.88	.72	2.38	.69
ME	2.40	.69	2.30	.65
FO	1.47	.65	1.48	.54
MO	.57	.74	.62	.72
F In	1.88	.45	1.93	.31

FE = Father's education
 ME = Mother's education
 FO = Father's occupation
 MO = Mother's occupation
 F In = Family Income

Table 15 Means and S.D.s on Demographic Variables
 MALES & FEMALES

Variables	M A L E S		F E M A L E S	
	Mean	S.D.	Mean	S.D.
FE	2.68	.66	2.60	.81
ME	2.37	.64	2.33	.70
FO	1.54	.57	1.39	.61
MO	.47	.63	.71	.79
F In	1.96	.26	1.86	.47

FE = Father's education
 ME = Mother's education
 FO = Father's occupation
 MO = Mother's occupation
 F In = Family Income

The S.D's for early adolescents and females were slightly higher than the later adolescent & males.

Father's Occupation :

The mean of father's occupation was (1.48) for the total sample, which indicated that majority of fathers were in service, with a few engaged in business. The means for early and late adolescent appear to be very close to the total mean score (1.47) and (1.48) respectively. The mean for males was 1.54 showing a leaning towards the business and for females $M = 1.39$ having service.

Mother's Occupation :

Many mothers were housewives, although some were in service. In comparison to males having mothers (.47) more as housewives, and more females had employed mothers. For early and late adolescents the mean scores were .57 and 0.62 indicating similar trends.

Family Income :

Most students high income with some middle income background, as seen from the total sample mean (1.92). For males and females the mean scores are 1.96 and 1.86 and for early and late adolescents the means are 1.88 and 1.93. These indicate similar trends, with the males and late adolescents showing slightly high income group.

SECTION - II

TABLE 16 CORRELATION BETWEEN PEER RELATIONS (MALES)

BF	AD	POP	POG	LPG	RST	AOT	POM	ASA	VOA	SOF	TOC	BFF	TOTAL	
BF	1.00													
AD	.37	1.00												
POP	.44	.37	1.00											
POG	.32	.29	.48	1.00										
LPG	.24	.15	.60	.52	1.00									
RST	-.17	.15	.31	.42	.34	1.00								
AOT	.40	.06	.21	.05	.30	.10	1.00							
POM	.23	-.06	.30	.09	.30	.03	.05	1.00						
ASA	.07	-.05	.10	.10	.28	.08	-.02	-.16	1.00					
VOA	.00	.17	.55	.48	.59	.43	.29	.17	.00	1.00				
SOF	.41	.06	.39	.34	.42	.41	.31	.24	.32	.50	1.00			
TOC	.02	-.03	.29	.26	.30	.20	.18	.18	-.15	.13	.32	1.00		
BFF	.07	.03	-.27	.24	.27	.17	.22	-.08	.02	.28	.35	-.04	1.00	
TOTAL	.59	.40	.63	.48	.60	.36	.31	.19	.19	.67	.54	.17	.40	1.00

BF = Best Friends

AD = Advice

POP = Parents Opinion Peers

POG = Part of Peer Group

LPG = Love for Peer Group

RST = Reasons for spending time

AOT = Amount of time

POM = Place of Meeting

ASA = After school activities

VOA = Value of Advice

SOF = Service of Friends

TOC = Theme of Conversation

BFF = Benefit From friends

TABLE 17 - CORRELATION PEER GROUP RELATIONS (TOTAL)

BF	AD	OPD	POG	LPG	RST	AOT	POM	ASA	VOA	SOF	TOC	BFF	TOTAL	
BF	1.00													
AD	.23	1.00												
POP	.38	.24	1.00											
POG	.27	.17	.45	1.00										
LPG	.28	.15	.53	.51	1.00									
RST	-.15	.11	.24	.35	.31	1.00								
AOT	.36	.10	.20	.10	.26	.00	1.00							
POM	.21	-.07	.22	.03	.20	.06	.28	1.00						
ASA	.05	-.07	.14	.05	.20	.27	-.30	-.65	1.00					
VOA	.00	.13	.42	.40	.54	.87	.08	.11	.29	1.00				
SOF	.32	.01	.27	.25	.33	.17	.19	.15	.02	.00	1.00			
TOC	.08	-.01	.16	.00	.15	.05	.14	.30	.30	.01	.08	1.00		
BFF	.09	-.13	-.19	.18	.18	.06	-.00	-.28	.25	.11	.22	.22	1.00	
TOTAL	.51	.34	.50	.35	.52	.21	.79	.56	.54	.34	.31	.43	.29	1.00

BF = Best Friends

AD = Advice

POP = Parents Opinion Peers

POG = Part of Peer Group

LPG = Love for Peer Group

RST = Reasons for spending time

AOT = Amount of time

POM = Place of Meeting

ASA = After school activities

VOA = Value of Advice

SOF = Service of Friends

TOC = Theme of Conversation

BFF = Benefit From friends

TABLE 18: CORRELATIONS PEER GROUP RELATIONS (FEMALES)

BF	AD	DPO	POG	LPG	RST	ADT	POM	ASA	VDA	SOF	TOC	BFF	TOTAL	
BF	1.00													
AD	.09	1.00												
PDP	.60	.22	1.00											
POG	.52	.18	.68	1.00										
LPG	.70	.32	.74	.79	1.00									
RST	.63	.28	.66	.70	.89	1.00								
ADT	.37	.19	.35	.33	.37	.12	1.00							
POM	.29	-.05	.28	.14	.25	-.12	.09	1.00						
ASA	.13	-.06	.23	.15	.25	-.04	-.02	.02	1.00					
VDA	.63	.28	.66	.70	.89	.41	.43	.29	.12	1.00				
SOF	.41	.06	.43	.45	.54	.22	.18	.07	.31	.02	1.00			
TOC	.21	.04	.20	-.01	.18	-.12	.06	.01	-.13	.10	-.02	1.00		
BFF	.25	-.20	.25	.25	.24	-.01	.05	.19	.13	.11	.13	-.22	1.00	
TOTAL	.59	.34	.64	.54	.66	.15	.13	.19	.11	.38	.30	.06	.10	1.00

BF = Best Friends

TOC = Theme of Conversation

AD = Advice

BFF = Benefit From friends

POP = Parents Opinion Peers

POG = Part of Peer Group

LPG = Love for Peer Group

RST = Reasons for spending time

ADT = Amount of time

POM = Place of Meeting

ASA = After school activities

VDA = Value of Advice

SOF = Service of Friends

Results of Correlations (within the variables)

On Peer group relations for Male and Female and total are included in tables 16,17,18.

For the total sample the advice was significantly correlated ($r = .23$) with best friends. In the case of males significance of advice and best friend was correlated highly ($r = .37$). In the case of females the correlation was not significant.

The correlation between best friend and parents' perception of peers was quite high for the total sample ($r = .38$, $p < .01$). The same was true for males ($r = .44$) and females ($r = .60$). The females are influenced by their parents more in choosing friends.

The feeling of being part of the group highly correlated with best friends for the total ($r = .27$, $p < .01$). For the females the correlation was even higher ($r = .52$), indicating that best friends were very important for creating a feeling of belonging to the group. In males the correlation was significant at 5 percent level.

Correlation between best friends and love of peer group was significant for the total sample ($r = .28$), for males ($r = .24$) and for females ($r = .70$). This indicated the females were more emotionally involved with their peers.

There was a significant correlation between reasons

for spending time and best friends for the female group only ($r = .63$, $P < .01$). Amount of time spent correlated significantly with the best friend in all the groups, total ($r = .36$), males ($r = .40$) and females at ($r = .37$). Best friends and places of meeting correlated significantly for the total ($r = .21$) and females ($r = .29$). The correlation was not significant for males.

After school activities were not found correlated to best friends in any of the groups. Value of advice is highly correlated to best friends only in the case of females ($r = .63$, $P < .01$). Source of friends correlated to best friends in all cases. Benefit from friends showed a positive correlation with best friends only in the case of females ($r = .25$) significant at .05 percent level. Advice and parents perception of peers significant correlated for males ($r = .37$, $P < .01$) and for the total sample ($r = .24$), but not for females.

Being part of the group and advice taking showed a significant correlation for only males ($r = .29$). Advice and the total score on peer group relations correlated significantly for the total group ($r = .34$), for males ($r = .40$) and for females ($r = .34$).

Reasons for spending time with peers and parents perception of peers were also highly correlated in case of total group ($r = .24$) at .01 percent for males ($r = .31$) and

for females ($r = .66$). Reasons for spending time with the peer group correlated significantly with parents' perception of peers in the total sample ($r = .24$, $p < .01$) for males ($r = .31$) and for females ($r = .70$). Amount of time spent with peer group showed a high correlation with parents perceptions of peers for only the female group ($r = .35$) significant at 1 percent level.

Place of meeting showed significant correlation with parents' perception of peers, for the total group ($r = .22$), for males ($r = .30$) and for females ($r = .28$). The value of advice from peers showed high correlation with parents' perception of peers for the total group ($r = .42$), for males ($r = .55$) and for females ($r = .66$). The source of friends and parents perception of peers showed high correlation for females ($r = .43$) followed by males ($r = .37$) and the total group ($r = .27$). Feeling part of a group and love for the peer group showed a significant correlation for total group ($r = .51$), for males ($r = .55$) and for females ($r = .79$), all being significant.

Reasons for spending time correlated with feeling part of the group, in the total group ($r = .35$), for males ($r = .42$) and for females ($r = .70$). Amount of time spent with friends showed a positive correlation with part of group feeling for females only ($r = .33$). The value of advice from friends and feeling part of peer group showed a high correlation, specially in the case of females ($r = .70$),

followed by males ($r = .48$) and total ($r = .40$). The sources of friends and feeling part of the group showed significant correlation in case of total group ($r = .25$), for males ($r = .34$) and females ($r = .45$).

Theme of conversation showed significant correlation with feeling part of peer group only in case of males ($r = .26$). Benefit from friends showed correlation with feeling part of group in the case of total sample ($r = .18$), males ($r = .24$) and females ($r = .25$). Total peer group relations correlated with feeling part of peer group for the total group ($r = .35$), for males ($r = .48$) and for females ($r = .54$) all significant at 1 percent level.

Love of peer group correlated with reasons for spending time, for the total group ($r = .31$), for males ($r = .34$) and for the female group at ($r = .89$).

Amount of time spent had a positive correlation with love of peer group for the total group ($r = .26$), for the females ($r = .37$) and for males ($r = .30$). The females showed higher positive correlation than the males.

Place of meeting showed significant correlation with love of peer group for the males and females ($r = .30$) and ($r = .25$) respectively. After school activities and love of peer group adopt did not correlate for the total group, but did for the males, ($r = .25$) and females ($r = .28$). This

indicated that there was some relationship between having affection for the peers and wanting to share after school activities.

Value for advice correlated with love of peer group in the total sample ($r = .54$), for males ($r = .59$), and for females ($r = .89$). These values indicated that love for the peer group was responsible for valuing peer group advice.

Source of friends and love for peer group showed a higher relationship for the total sample ($r = .33$), for the females ($r = .54$) and for males ($r = .42$). These values indicated that whichever was the source of the friends love for peer group was there.

Theme of conversation and love for peer group correlated for males only ($r = .30$). This implies that boys conversed with peers according to the feeling they had for them. Benefit from friends and love for peer group correlates for the total group ($r = .18$) and for males ($r = .27$). This indicated that males expected benefit from the peers whom they loved.

For the total peer group relation the correlation with love for peer group shows a positive ($r = .52$) significant. For males and females the values are ($r = .60$) and ($r = .66$) respectively significant at present level. These correlations indicated overall love for peer group was important for peer group relations.

Reasons for spending time correlated with after school activities for the total group ($r = .27$). Value of advice correlated with reasons for spending time in the total group ($r = .89$) for the males and females ($r = .43$ and ($r = .41$). One of the main reasons for spending time with peers was to discuss problems and take advice.

For males source of friendship correlated with reasons for spending time ($r = .41$, $P < .01$). The peer group values correlated significantly with reasons for spending time for the total ($r = .21$) and for males ($r = .36$).

The amount of time spent with peers and places of meeting showed a positive correlation ($r = .28$) for the total sample group. Amount of time and value of advice correlates males and females group but not for the total group. This indicated regard for advice from the peers with whom after school activities were shared.

Source of friends and amount of time spent with peers showed positive correlation for the total group ($r = .19$) and for males ($r = .31$). For the total group after school activities and place of meeting had a positive correlation ($r = .65$). Source of friends and after school activities showed a positive correlation for males ($r = .32$) and females ($r = .31$). These values indicated that after school activities were the reasons for meeting at a

particular place and friends from school or the neighbourhood played an important advisory role in the lives of adolescents as was apparent from the correlation of the total sample ($r = .29$).

Peer group relations overall has a very high correlation with value of advice. The peer group relation was highly correlated with other aspects like benefit from friends and source of friends. The correlation with value of advice for males ($r = .67$), for females ($r = .38$) and for total group ($r = .34$). The correlation was positive with source of friends for males ($r = .54$), for females ($r = .30$) and for the total group ($r = .31$).

TABLE 19 - CORRELATIONS BETWEEN PEER GROUP RELATIONS (17 YRS.)

BF	AD	POP	POG	LPG	RST	AOT	POM	ASA	VDA	SOF	TOC	BFF	TOTAL	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
BF	1.00													
AD	.18	1.00												
POP	.59	.19	1.00											
POG	.64	.21	.57	1.00										
LPG	.70*	.26**	.74	.66	1.00									
RST	.63	.23	.66	.60	.89	1.00								
AOT	.50	.25	.34	.26	.50	.21	1.00							
POM	.27	-.06	.31	.07	.26	.01	.06	1.00						
ASA	.20	.00	.23	.11	.27	.05	-.02	-.15	1.00					
VDA	.63	.23	.66	.60	.89	.45	.47	.36	.11	1.00				
SOF	.38	.00	.39	.35	.48	.50	.25	.35	.45	.46	1.00			
TOC	.23	.07	.22	.02	.19	.04	-.10	-.12	-.11	.20	.08	1.00		
BFF	.28	-.16	.27	.24	.26	.13	.19	.09	.14	.26	.14	-.10	1.00	
TOTAL	.67	.40	.62	.49	.72	.27	.16	.14	.14	.51	.48	-.03	.21	1.00

* P < .05
 ** P < .01

BF = Best Friends
 AD = Advice
 POP = Parents Opinion Peers
 POG = Part of Peer Group
 LPG = Love for Peer Group
 RST = Reasons for spending time
 AOT = Amount of time
 POM = Place of Meeting
 ASA = After school activities
 VDA = Value of Advice
 SOF = Service of Friends

TOC = Theme of Conversation
 BFF = Benefit From friends

TABLE 20 - CORRELATIONS BETWEEN PEER GROUP RELATIONS (13 YRS.)

BF	AD	POP	POG	LPG	RST	AOT	POM	ASA	VOA	SOF	TOC	BFF	TOTAL	
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
BF	1.00													
AD	.39	1.00												
POP	.44	.42	1.00											
POG	.24	.27	.60	1.00										
LPG	.24	.21	.60	.65	1.00									
RST	-.17	.17	.32	.51	.34	1.00								
AOT	.33	.14	.30	.20	.24	.25	1.00							
POM	.27	.11	.37	.38	.38	.04	.22	1.00						
ASA	-.06	-.01	.29	.30	.30	.25	.01	.04	1.00					
VOA	.00	.19	.55	.59	.59	.39	.27	.14	.00	1.00				
SOF	.43	.17	.43	.47	.47	.20	.27	.05	.26	-.02	1.00			
TOC	-.04	-.04	.32	.33	.33	.04	.32	.05	.13	.06	.29	1.00		
BFF	.04	-.03	.25	.25	.25	.05	.04	.06	.01	.07	-.35	-.16	1.00	
TOTAL	.54	.46	.70	.60	.60	.42	.31	.21	.19	.37	.47	.40	.28	1.00

BF = Best Friends

TOC = Theme of Conversation

AD = Advice

BFF = Benefit From friends

POP = Parents Opinion Peers

POG = Part of Peer Group

LPG = Love for Peer Group

RST = Reasons for spending time

AOT = Amount of time

POM = Place of Meeting

ASA = After school activities

VOA = Value of Advice

SOF = Service of Friends

PEER GROUP RELATIONS

Results of Correlations for 13 yr olds/17 yrs olds and Total are included in Tables 17, 19, 20

The correlation for best friends and advice was significant for the total group ($r = .23$) and thirteen year olds ($r = .39$), which were significant at 5 and 1 percent levels respectively. This pointed to the fact that early adolescents were more liable to accept advice from peers. Best friends and perception of parents about peers correlated very highly for total group ($r = .38$), 13 yr olds ($r = .44$) and 17 year olds ($r = .59$). This shows that adolescents were influenced by parents regarding their peers, especially for the older group.

Best friends influenced the individuals' feeling of being part of a group. This was proven by the positive correlation for the total group ($r = .27$) significant at 1 percent level. The value for the correlation for 17 year olds was ($r = .64$). The older adolescents appeared to be very dependent on best friends for feeling part of the group. Best friends and love for the peer group showed high correlation for the total group ($r = .28$) significant at 1 percent level. The 17 year olds showed a very high correlation between love of peer group and best friends ($r = .70$, $P < .01$). Best friends and the amount of time spent with peers showed positive and significant correlations for the total group ($r = .36$, $P < .01$). The late adolescent group

showed a positive correlation ($r = .50$) and early adolescents ($r = .33$) both significant at 1 percent level. Best friends and place of meeting showed positive correlation for the total group ($r = .21$, $P < .05$) for the 17 year old group ($r = .27$) and for the early adolescents ($r = .27$) both being significant 5 per cent level.

Best friends and value of advice correlated significantly for the 17 year olds ($r = .63$, $P < .01$). Source of friends and best friends correlated positively for total ($r = .32$), for 17 year olds ($r = .38$) and for 13 year olds ($r = .43$), all significant at 1 per cent level. These findings indicated that best friends came from schools as well as neighbourhood. Best friends and benefit from friends correlated only for 17 yr. olds ($r = .24$, $P < .05$) indicating that 17 year olds view friends as beneficial to them.

The total peer group relations showed correlation of $r = .51$ with best friends for the total sample, for 17 year olds ($r = .67$) and for 13 year old ($r = .54$) all significant at 1 per cent level.

Advice from friends and parents perception of peers correlated positively for the total group ($r = .24$, $P < .01$). The correlation for 13 year olds was ($r = .42$) and significant at 1 per cent level. This indicated that parents perceptions of friends were more important to the younger adolescents. Total peer relations scores correlated positively with advice for the total group ($r = .34$), for the 17 year olds ($r = .40$) and for the 13 year olds ($r = .46$),

all significant at 1 per cent level.

Parents perceptions of peers correlated positively with being part of group for all the three groups for the total sample ($r = .45$), for 17 year old ($r = .57$) and 13 year olds ($r = .60$), all three significant at 1 per cent.

Parents perceptions of peers and love for peer group had positive correlations for all the three groups. For total group ($r = .53$), for 17 year olds ($r = .74$) and for 13 year olds ($r = .60$), all significant 1 per cent level.

Parent's perceptions of peers and amount of time spent displayed a high correlation for the 17 year olds ($r = .34$) significant at 1 per cent level. The same was true for the 13 yr. olds ($r = .30$, $p < .05$).

Parents perceptions of peers and value of advice had a positive correlation for all the groups, for the total group ($r = .42$, $P < .01$) for the early adolescent group ($r = .55$) and for late adolescence ($r = .66$), both significant at 5 percent level. This indicated that adolescents placed a great deal of stress or faith in parents opinions regarding their friends. Parents perceptions of peers and source of friends were highly correlated. This pointed to the fact that adolescents were quite particular about choosing their friends depending on the place or source approved of by their peers.

Parents perception of peers and benefit from friends indicated a positive correlation for the total group ($r =$

.19) for the 13 year olds ($r = .25$) and for the 17 yr. olds ($r = .27$), all significant at 5 per cent level.

Section II

Correlations among different variables for the two gender groups

Results of correlational analysis among different variables, male, female and total group are included in tables 21,22,23,24,25,26.

Demographic Variables

Father's education showed a positive correlation with mother's education ($r = .41$, $P < .01$) for both males and females and for the total group ($r = .33$, $P < .01$). A positive correlation is seen with mother's occupation in the case of females ($r = .29$, $P < .05$), and the total group ($r = .21$, $P < .05$). This indicates that highly educated fathers would choose educated spouses and encourage them to be profitably occupied, which in turn is expected to provide motivation to the adolescents. The family income is positively correlated with father's education for males for females and the total group.

Mother's education and occupation show positive correlations for females ($r = .38$) and the total ($r = .29$). Mother's education with family income showed positive correlations for only males ($r = .50$).

SCHOOL ADJUSTMENT

Curricular adjustment and maturity of goals and levels

of aspiration showed high correlation for females ($r = .39$) and the total group ($r = .25$). It is not significant for males. Personal efficiency and planning and use of time showed similar trends as these are highly correlated with curriculum adjustment of females ($r = .30$) and for the total group ($r = .21$). Personal relations and curriculum adjustment show positive correlations for females ($r = .40$), for males ($r = -.27$) and for the total group ($r = .36$) all significant and at 1 per cent level.

Maturity of goals and levels of aspiration, correlated positively with personal efficiency and planning and use of time, for the total group ($r = .27$) for the females ($r = .39$). Mental health showed a very positive correlation with curriculum adjustment for females ($r = .26$), for males ($r = .28$) and for the total group ($r = .29$). This pointed out the value of positive school adjustment for the mental well-being of adolescents. Personal relations also showed a positive correlation with maturity of goals and levels of aspiration for the total group ($r = .22$), and the males ($r = .39$).

Mental health was related to the study skills and practice for adolescents for all the three groups, namely for total group ($r = .38$) for males ($r = .48$) and for females ($r = .35$), all significant at 1 percent level.

Results of Correlational Analysis for the early and later adolescents and the total are included in Tables 25,

26, 27, 28, 29, 30.

Demographic Variables

Father's education and mother's educational level had a positive correlation for the 13 years ($r = .40$) and 17 years ($r = .38$) and for the total ($r = .33$), all significant at 1 percent level. These findings point to the fact that those having better educated fathers tend to have mother's of comparable academic level. Father's education showed a positive correlation with family income, in the total sample ($r = .41$), for 17 year olds ($r = .36$) and for 13 yr old ($r = .69$), all significant at 1 per cent level. This indicate that higher father's education level led to higher family income in general.

Mother's educational level showed a positive correlation with Mother's occupation . For total group ($r=.28$) for 13 yr. olds ($r = .28$) and for 17 yr. olds ($r=.33$, $P < .01$). These findings were in the expected direction. Mother's educational level and family income showed a positive correlation for only the 17 year olds ($r=.44$ $P < .01$). Evidently, educated mother's work and time is appreciated by older children.

School Adjustment

Curriculum adjustment showed positive correlation with maturity of goals and levels of aspiration for the total group ($r = .25$), which indicates that maturity in the individual and higher levels of aspiration go bend in hand. The correlation for the 17 year olds was ($r = .38$) and for 13

years ($r = .26$), the former significant at 1 percent and the latter significant at .5 percent level.

Curriculum adjustment had a positive correlation with personal efficiency and planning and use of time for the total sample ($r = .21$), and for 13 and 17 year olds ($r = .29$) and ($r = .34$) respectively. Curriculum adjustment helped in achieving efficiency and proper use of time and vice versa.

Curriculum adjustment in adolescents had a positive correlation with personal relations (with teachers and associates) indicating that good student-teacher relationships made the student feel more comfortable with the subject in hand. The opposite would also hold true. The correlations were for 17 year olds ($r = .38$) for 13 year olds ($r = .37$) and for the total group ($r = .36$) all significant at 1 percent level.

Maturity of goals and levels of aspiration as a category of school adjustment showed positive correlations with personal efficiency and planning use of time in two groups, the total group ($r = .27$, $P < .01$) and the case of the 13 year olds ($r = .40$). Mental health had a high and positive correlation with maturity of goals and levels of aspirations in the total group ($r = .24$, $P < .01$) and for the 13 year olds ($r = .43$ $P < .01$). The correlation was not significant for the 17 year olds.

The correlation of maturity of goals and levels of

aspiration with personal relations was positive for all three groups for the total group ($r = .22$, $P < .05$), for the 13 year olds ($r = .29$) and 17 year olds ($r = .26$) These positive correlations indicated that higher levels of maturity and aspirations paved the way for better relationship with teachers and associates at school.

Study skills and practice had a positive correlation with mental health of the total sample ($r = .38$) and for the 13 year old group ($r = .64$).

TABLE 21 - CORRELATION BETWEEN DEMOGRAPHIC VARIABLES (MALES)

	1	2	3	4	5
Fe	1.00				
Me	.41	1.00			
Fo	-.01	.17	1.00		
Mo	.20	.22	-.18	1.00	
Fin	.60	.50	.37	-.10	1.00

Fe = Father's education
 Me = Mother's education
 Fo = Father's occupation
 Mo = Mother's occupation
 Fin = Family Income

TABLE 22 - CORRELATIONS BETWEEN SCHOOL ADJUSTMENT (MALES)

	1	2	3	4	5	6
CA	1.00					
MG+LA	.24	1.00				
PE&PUT	.11	.23	1.00			
SS&P	.13	.11	.18	1.00		
MH	.15	.28	.15	.48	1.00	
PR	.37	.39	.12	.24	.30	1.00

CA = Curriculum adjustment
 MG & LA = Maturation of goals and levels of aspiration
 PE & PUT = Personal efficiency and planning and use of time
 SS & P = Study skills and practice
 MH = Mental Health
 PR = Personal Relations

TABLE 23 - CORRELATIONS BETWEEN DEMOGRAPHIC VARIABLES (FEMALES)

	1	2	3	4	5	6
Fe	1.00					
Me	.41	1.00				
Fo	-.10	.06	1.00			
Mo	.25	.38	-.01	1.00		
F In	.48	.15	.31	-.11	1.00	

Fe = Father's education
 Me = Mother's education
 Fo = Father's occupation
 Mo = Mother's occupation
 FIn = Family Income

TABLE 24 - CORRELATIONS BETWEEN SCHOOL ADJUSTMENT (FEMALES)

	1	2	3	4	5	6
CA	1.00					
MG+LA	.34	1.00				
PE&PUT	.30	.39	1.00			
SS&P	.14	.14	.21	1.00		
MH	.01	.26	.19	.35	1.00	
PR	.40	.19	.03	-.06	.00	1.00

CA = Curriculum adjustment
 MG & LA = Maturation of goals and levels of aspiration
 PE & PUT = Personal efficiency and planning and use of time
 SS & P = Study skills and practice
 MH = Mental Health
 PR = Personal Relations

TABLE 25 : CORRELATIONS BETWEEN SCHOOL ADJUSTMENT (TOTAL)

	1	2	3	4	5	6
157 CA	1.00					
158 MG+LA	.25	1.00				
159 PE&PUT	.21	.27	1.00			
160 SS&P	.10	.07	.18	1.00		
161 MH	.03	.24	.12	.38	1.00	
162 PR	.36	.22	.08	.05	.09	1.00

CA = Curriculum adjustment
 MG & LA = Maturation of goals and levels of aspiration
 PE & PUT = Personal efficiency and planning and use of time
 SS & P = Study skills and practice
 MH = Mental Health
 PR = Personal Relations

TABLE 26 : CORRELATIONS BETWEEN DEMOGRAPHIC VARIABLES (TOTAL)

	1	2	3	4	5
149 Fe	1.00				
150 Me	.33	1.00			
151 Fo	-.15	.05	1.00		
152 Mo	.21	.29	-.12	1.00	
153 FIn	.41	.13	.27	-.12	1.00

Fe = Father's education
 Me = Mother's education
 Fo = Father's occupation
 Mo = Mother's occupation
 FIn = Family Income

TABLE 27 : CORRELATIONS BETWEEN SCHOOL ADJUSTMENT (13 YRS)

	1	2	3	4	5	6
CA	1.00					
MG+LA	.26	1.00				
PE&PUT	.21	.40	1.00			
SS&P	.22	.12	.18	1.00		
MH	.24	.44	.15	.64	1.00	
PR	.37	.29	.13	.24	.27	1.00

CA = Curriculum adjustment
 MG & LA = Maturation of goals and levels of aspiration
 PE & PUT = Personal efficiency and planning and use of time
 SS & P = Study skills and practice
 MH = Mental Health
 PR = Personal Relations

TABLE 28 : CORRELATIONS BETWEEN DEMOGRAPHIC VARIABLES (13 YRS)

	1	2	3	4	5
Fe	1.00				
Me	.40	1.00			
Fo	-.01	.07	1.00		
Mo	.22	.28	-.17	1.00	
FIn	.69	.15	.36	-.20	1.00

Fe = Father's education
 Me = Mother's education
 Fo = Father's occupation
 Mo = Mother's occupation
 FIn = Family Income

TABLE 29 : CORRELATIONS BETWEEN SCHOOL ADJUSTMENT (17 YRS)

	1	2	3	4	5	6
CA	1.00					
MG+LA	.32	1.00				
PE&PUT	.34	.23	1.00			
SS&P	.13	.14	.19	1.00		
MH	-.11	.11	.22	.19	1.00	
PR	.38	.26	.23	.09	-.03	1.00

CA = Curriculum adjustment
 MG & LA = Maturation of goals and levels of aspiration
 PE & PUT = Personal efficiency and planning and use of time
 SS & P = Study skills and practice
 MH = Mental Health
 PR = Personal Relations

TABLE 30 : CORRELATIONS BETWEEN DEMOCRATIC VARIABLES (17 YRS)

	1	2	3	4	5
Fe	1.00				
Me	.38	1.00			
Fo	-.14	.21	1.00		
Mo	.27	.33	.01	1.00	
FIn	.36	.44	.30	.11	1.00

Fe = Father's education
 Me = Mother's education
 Fo = Father's occupation
 Mo = Mother's occupation
 FIn = Family Income

Section III

PEER RELATIONS, SELF-ESTEEM, ACHIEVEMENT MOTIVATION, SCHOOL ADJUSTMENT AND DEMOGRAPHIC VARIABLES

Father's education showed a positive correlation with peer group relations for 13 year olds ($r = .42$) and the 17 year olds ($r = .27$) and it can be inferred that father's education and his subsequent outlook affected the perceptions of the adolescents towards the peer group and induced in them more openness to advice and learning.

The correlation between father's education and achievement motivation are positive for the 13 year olds ($r = .34$), 17 year olds ($r = .48$) and the total group ($r = .34$), all significant 1 per cent level. These results indicated that

father's education had a positive effect on achievement motivation.

The correlation of father's education with self-esteem showed that highly educated father's imbibed in their adolescents a higher self-esteem, especially in the 17 year olds ($r = -.29$) and the total group ($r = -.16$). The lower score indicated higher self-esteem.

Mother's education showed a positive correlation with peer group relations ($r = .31$) for 13 year olds but not for 17 year olds and the total group. Mother's education and achievement motivation showed positive correlations for 13 year olds ($r = .29$), 17 year olds ($r = .42$) and total group ($r = .24$). This made one realize the value of maternal education in providing motivation to adolescents.

Mother's education and self-esteem showed a negative correlation ($r = -.17$) which in this context implied that a high self-esteem score for the 13 year old. The lower the self-esteem score the higher would be the self-esteem level. The correlations for 17 year olds ($r = -.24$) and for the total group the ($r = -.12$) indicated that high education of the mother enhanced the self-esteem of the adolescent.

Father's occupation and peer group relations showed a positive correlation for 13 year olds ($r = .21$). Similarly father's occupation and self-esteem showed negative correlations for 13 year olds ($r = -.07$) and the total group ($r = -.13$).

Mother's occupation showed a significant correlation with achievement motivation for 17 year olds ($r = .26$, $P < .05$) only. The correlation with self-esteem was also considerable for the 17 year olds ($r = -.12$).

Family income and peer group relations showed a high correlated for all the three groups - for 13 yrs. ($r = .39$) for 17 years olds ($r = .51$) and total group ($r = .27$), all significant at 1 percent level. The indications were that students from affluent families attracted more friends and were prone to be more influenced by peers.

Family income and achievement motivation were positively correlated for the 13 year olds and 17 year olds ($r = .27$, and $r = .55$) respectively. The implication was that if the father's were high achievers from the monetary point of view they encouraged the adolescents to be high achievers at school and subsequently in their careers. Family income and self-esteem showed a low relationship for only the 13 year olds at ($r = -.05$).

School Adjustment

Curriculum adjustment showed a positive correlation with peer group relations for 13 year olds ($r = .40$), and with achievement motivation for all the three groups, for 13 year olds ($r = .25$), for 17 year olds ($r = .38$), for the total group ($r = .24$). Thus it can be inferred that proper curriculum adjustment was associated with achievement motivation and vice versa.

Curriculum adjustment showed negative correlation with self-esteem of 13 year olds at ($r = .41$), indicating that better adjustment with school subject affected their self-esteem positively. The profile was different for the 17 year olds ($r = .07$) indicating little effect on self-esteem of good curriculum adjustment. Maturity of goals and levels of aspiration showed positive correlation with peer group relations for 13 year olds ($r = .28$). With achievement motivation the correlations were positive and high for all the age groups, total ($r = .47$), for 13 yr. olds ($r = .46$) for 17 year olds ($r = .39$). Self-esteem did not correlate in any group.

Personal efficiency and planning use of time showed positive correlation with peer group relations of 13 year olds only ($r = .40$ $P < .01$). Similar was the case with achievement motivation ($r = .29$ $P < .05$).

Study skills and practice showed a good correlation with peer group relations of 17 year olds ($r = .33$) and total group ($r = .21$). Self-esteem seemed to be high in the total group.

Mental health showed high and positive correlation with peer group relations in the two age groups for 13 years ($r = .38$) and for 17 years ($r = .47$) and for the total ($r = .43$). These values pointed to the fact that good mental health was a requisite component of healthy peer group interaction. It correlated with achievement motivation positively ($r = .25$) for 13 year olds only. In the total

group, a higher self-esteem was associated with positive mental health ($r = -.19$).

Personal relations showed significant correlations with peer group relations for 13 year olds ($r = .29$), for 17 year olds ($r = .37$) and for total group ($r = .29$). The values were also positive for achievement motivation for 13 year olds ($r = .40$), for 17 year olds ($r = .29$) and for the total group ($r = .30$). Overall self-esteem showed better correlation for the 17 year olds ($r = -.13$) and total group ($r = -.10$).

Table 31: Correlations between Demographic variables and Peer relations, Achievement Motivation and Self-Esteem (Early adolescent & late adolescents)

Variables		Peer Group	Achievement Met	Self Esteem
Fe	13 yrs	$r = .42$	$r = .34$	$r = - .02$
	17 yrs	$r = .27$	$r = .48$	$r = - .27$
	Total	$r = .07$	$r = .34$	$r = - .16$
Me	13 yrs	$r = .31$	$r = .29$	$r = - .17$
	17 yrs	$r = .16$	$r = .42$	$r = - .24$
	Total	$r = .07$	$r = .24$	$r = - .12$
Fo	13 yrs	$r = .21$	$r = .00$	$r = - .07$
	17 yrs	$r = .14$	$r = .17$	$r = - .35$
	Total	$r = .07$	$r = .07$	$r = - .13$
Mo	13 yrs	$r = .19$	$r = .03$	$r = - .42$
	17 yrs	$r = .14$	$r = .26$	$r = - .12$
	Total	$r = .15$	$r = .07$	$r = .00$
FIn	13 yrs	$r = .39$	$r = .27$	$r = - .05$
	17 yrs	$r = .51$	$r = .55$	$r = - .47$
	Total	$r = .27$	$r = .15$	$r = - .22$

Fe = Father's education
 Me = Mother's education
 Fo = Father's occupation
 Mo = Mother's occupation
 FIn = Family Income

Table 32 :Correlations Between School Adjustment and Peer Relations, Achievement Motivation and Self - Esteem
(Early adolescent & later adolescents)

Variables		Peer Group	Achievement Met	Self Esteem
CA	13 yrs	$r = .40$	$r = .25$	$r = - .41$
	17 yrs	$r = -.03$	$r = .38$	$r = - .07$
	Total	$r = -.03$	$r = .24$	$r = - .05$
MG&LA	13 yrs	$r = .28$	$r = .47$	$r = - .34$
	17 yrs	$r = .21$	$r = .46$	$r = - .01$
	Total	$r = .10$	$r = .39$	$r = - .16$
PE&PUT	13 yrs	$r = .40$	$r = .29$	$r = - .54$
	17 yrs	$r = -.04$	$r = .01$	$r = - .23$
	Total	$r = -.10$	$r = .05$	$r = - .09$
SS&P	13 yrs	$r = .09$	$r = .17$	$r = - .22$
	17 yrs	$r = .33$	$r = .22$	$r = - .55$
	Total	$r = .21$	$r = -.04$	$r = .03$
MH	13 yrs	$r = .38$	$r = .25$	$r = - .32$
	17 yrs	$r = .47$	$r = .11$	$r = - .24$
	Total	$r = .43$	$r = .10$	$r = - .19$
PR	13 yrs	$r = .29$	$r = .40$	$r = - .29$
	17 yrs	$r = .37$	$r = .29$	$r = - .13$
	Total	$r = .29$	$r = .30$	$r = - .10$

CA	=	Curriculum adjustment
MG & LA	=	Maturation of goals and levels of aspiration
PE & PUT	=	Personal efficiency and planning and use of time
SS & P	=	Study skills and practice
MH	=	Mental Health
PR	=	Personal Relations

Demographic Variables

Father's education showed positive correlation with peer group relations for males only ($r = .36$). The correlations with achievement motivation were positively for all three 3 groups -- females ($r = .41$), males ($r = .51$) and total group ($r = .34$). This indicated that the need to achieve was enhanced by father's who were highly educated. The self-esteem and father's education correlated for the total group ($r = .14$).

Mother's education and peer group relations showed a positive correlation for males only ($r = .31$). With achievement motivation, the values were high for all the three groups, females ($r = .32$), males ($r = .42$) and total group ($r = .24$). The highest correlation was for the males indicating that mother's education helped in enhancing the achievement motivation, for males.

Family income showed high correlations with peer group relations of females ($r = .38$), males ($r = .67$) and total ($r = .27$). Achievement motivation and family income showed positive correlation for males only ($r = .80$ $P < .01$).

School Adjustment

Curriculum adjustment showed significant correlation

with peer group relations for males only ($r = .36$). With achievement motivation the correlations were significant for males ($r = .36$), for females ($r = .28$) and for total group ($r = .24$), indicating that curriculum adjustment were important for encouraging achievement motivation and vice versa. Curricular adjustment and self-esteem did not correlate.

Maturity of goals and levels of aspirations showed positive correlation with peer group relations for males ($r = .31$). The achievement motivation was highly correlated for females ($r = .44$), for males ($r = .49$) and for total group ($r = .39$). Self-esteem seems to be lower in females as they have low correlations ($r = -.11$) than the males ($r = .16$). Personal efficiency and planning use of time showed inverse correlations with self-esteem for all groups and had highest for males ($r = -.31$).

Mental health and peer group relations positively correlated for all the groups, females ($r = .35$), males ($r = .67$) and total group ($r = .27$). Achievement motivation showed positive correlation with mental health for only the males ($r = .30$ $P < .05$).

Personal relations and peer group relations showed good correlations for females ($r = .50$), males ($r = .54$) and total ($r = .20$). Achievement motivation also correlated positively with personal relations for females ($r = .40$), for males ($r = .46$) and for total group ($r = .30$). These values indicated that higher achievement motivation was associated with better personal relations with teachers and associates.

Table 33 : Correlation Between Demographic Variables and
Peer Relations and Achievement Motivation and Self Esteem.

(Male and Female)

		Peer Group	Achievement Mot	Self Esteem
Fe	Female	.15	.41	- .21
	Male	.36	.51	- .29
	Total	.07	.34	- .14
Me	Female	.13	.32	- .22
	Male	.31	.42	- .35
	Total	.07	.24	- .16
Fo	Female	.19	-.07	- .40
	Male	.19	.22	- .31
	Total	.07	-.07	- .27
Mo	Female	.11	.12	- .19
	Male	.19	.10	- .11
	Total	.15	.07	- .14
FIn	Female	.38	.15	- .43
	Male	.67	.80	- .53
	Total	.27	.15	- .19

Fe = Father's education
 Me = Mother's education
 Fo = Father's occupation
 Mo = Mother's occupation
 FIn = Family Income

Table 34 : Correlations Between School adjustment and Peer Relations, Achievement Motivation and Self-Esteem
(Males and Females)

		Peer Gp Rel	Achievement Mot	Self Esteem
CA	Female	.07	.36	-.03
	Male	.36	.28	-.29
	Total	.07	.24	-.14
MG&LA	Female	.10	.44	-.11
	Male	.31	.49	-.35
	Total	.07	.39	-.16
PE&PUT	Female	.02	.10	-.07
	Male	.19	.13	-.31
	Total	.07	.05	-.27
SS&P	Female	.36	.02	-.38
	Male	.19	.25	-.11
	Total	.15	.04	-.14
MH	Female	.35	.08	-.25
	Male	.67	.30	-.53
	Total	.27	.10	-.19
PR	Female	.50	.40	-.15
	Male	.54	.46	-.31
	Total	.20	.30	-.21

CA	=	Curriculum adjustment
MG & LA	=	Maturation of goals and levels of aspiration
PE & PUT	=	Personal efficiency and planning and use of time
SS & P	=	Study skills and practice
MH	=	Mental Health
PR	=	Personal Relations

**Table 35 : Correlation between : PEER GROUP AND SELF-ESTEEM
AND ACHIEVEMENT MOTIVATION
(Early and Late Adoloscents)**

		SE	AM
	13 yr olds	-.38	.47
P.G.	17 yr olds	-.34	.48
Total		-.21	.20

**Table :36 Correlations between : PEER RELATIONS AND SELF
ESTEEM AND ACHIEVEMENT MOTIVATION
(Males and Females)**

		SE	AM
	Males	-.43	.54
P.G.	Females	-.31	.30
Total		-.21	.20

Table - 37

Correlation Matrix for Demographic variables,
 Achievement Motivation, School Adjustment, Peer Relations
 and Self-Esteem (13 yrs. olds)

	FE	ME	FO	MO	Fin	AM	CA	MG&LA	PE&PUT	SSUP	MH	PR	SE	TOTAL
1.00														
.40	1.00													
.01	.07	1.00												
.22	.28	-.17	1.00											
.69	.15	.36	-.20	1.00										
.34	.29	.00	.03	.27	1.00									
.27	.26	.29	.05	.36	.25	1.00								
.15	.09	.01	.06	.10	.47	.26	1.00							
.17	.13	-.10	-.07	.08	.29	.29	.40	1.00						
.06	.18	.03	.03	.11	.17	.22	.12	.17	1.00					
.10	.10	.05	-.06	.23	.25	.24	.43	.15	.64	1.00				
.17	.14	.08	-.03	.33	.40	.37	.29	.13	.24	.27	1.00			
-.02	-.17	-.17	-.07	-.42	-.05	-.41	-.34	-.54	-.22	-.32	-.17	1.00		
.42	.31	.21	.19	.37	.47	.40	.28	.48	.09	.38	.29	.38	1.00	

Father's education

Mother's education

Father's occupation

Mother's occupation

Family Income

Curriculum adjustment

A = Maturation of goals and levels of aspiration

PUT = Personal efficiency and planning and use of time

= Study skills and practice

= Mental Health

= Personal Relations

Table 38

Corr. Matrix - (17 year olds)

	Fe	Me	Fo	Mo	Fin	AM	CA	MG&LA	P&PUT	SS&P	MH	PR	SE
e	1.00												
e	.38	1.00											
b	-.14	.21	1.00										
o	.27	.33	.01	1.00									
In	.36	.44	.30	.11	1.00								
M	.48	.42	.17	.26	.55	1.00							
A	.19	.18	-.04	-.06	.19	.38	1.00						
	.28	.27	-.11	.13	.28	.46	.32	1.00					
	.05	.23	.24	-.18	.21	.01	.34	.23	1.00				
	.02	.01	.18	.01	.10	.22	.12	.14	.19	1.00			
	-.06	.34	.31	.27	.22	.11	-.10	.11	.22	.19	1.00		
	.07	.16	-.15	.08	.20	.29	.38	.26	.23	.09	-.03	1.00	
	-.29	-.24	-.35	-.12	-.47	-.43	-.07	-.01	-.23	-.55	-.24	-.13	1.00

Father's education

Mother's education

Father's occupation

Mother's occupation

Family Income

= Curriculum adjustment

LA = Maturation of goals and levels of aspiration

PUT = Personal efficiency and planning and use of time

P = Study skills and practice

= Mental Health

= Personal Relations

Table 39

Correlation Matrix - (Total)

	Fe	Me	Fo	Mo	FIIn	AM	CA	MG&LA	P&PUT	SS&P	MH	PR	SE	PG.TTI
.00														
.33	1.00													
.15	.05	1.00												
.21	.29	-.12	1.00											
.41	.13	.27	.12	1.00										
.34	.24	-.07	.07	.15	1.00									
.17	.14	-.06	-.04	.16	.24	1.00								
.14	.10	-.12	.07	.05	.39	.25	1.00							
.00	.13	.01	-.12	.08	.05	.21	.27	1.00						
-.12	.01	.11	.01	.04	.04	.10	.07	.18	1.00					
-.03	.15	.13	.07	.14	.10	.03	.24	.12	.38	1.00				
.12	.08	-.09	-.01	.14	.30	.36	.22	.08	.05	.09	1.00			
-.16	-.12	-.13	.00	-.22	-.19	-.05	-.16	-.09	-.03	-.19	-.10	1.00		
.07	.07	.07	.15	.27	.20	-.03	.10	-.01	.21	.43	.29	.21	1.00	

- Father's education
- Mother's education
- Father's occupation
- Mother's occupation
- Family Income
- = Curriculum adjustment
- = Maturation of goals and levels of aspiration
- PUT = Personal efficiency and planning and use of time
- = Study skills and practice
- = Mental Health
- = Personal Relations

Table 40

Correlation Matrix - (Females) = 63

Fe	Me	Fo	Mo	Fin	AM	CA	MG&LA	P&PUT	SS&P	MH	PR	SE	
1.00													
.41	1.00												
-.10	.06	1.00											
.25	.38	.01	1.00										
.48	.15	.31	-.11	1.00									
.41	.32	-.07	.12	.15	1.00								
.31	.26	-.02	-.00	.17	.36	1.00							
.08	.20	-.05	.02	.04	.44	.39	1.00						
.03	.08	-.02	-.25	.07	.10	.30	.39	1.00					
-.11	-.01	.20	-.01	.05	.02	.14	.14	.21	1.00				
.00	.15	.29	.09	.21	.08	.01	.26	.19	.35	1.00			
.21	.20	-.29	-.01	.17	.30	.40	.19	.03	-.06	.00	1.00		
-.21	-.22	-.40	-.19	-.43	-.03	-.03	-.11	-.07	-.38	-.23	-.15	1.00	
.15	.13	.19	.11	.38	.30	.07	.10	.02	.36	.35	.50	.31	1.00

Father's education

Mother's education

Father's occupation

Mother's occupation

Family Income

= Curriculum adjustment

= Maturation of goals and levels of aspiration

UT = Personal efficiency and planning and use of time

= Study skills and practice

= Mental Health

= Personal Relations

Table 41

Corr. Matrix - (Males) = 57

	Fe	Me	Fo	Mo	Fin	AM	CA	MG&LA	P&PUT	SS&P	MH	PR	SE	
0														
1	1.00													
1	.17	1.00												
0	.22	-.18	1.00											
0	.50	.37	.10	1.00										
1	.42	.22	.10	.80	1.00									
4	.12	.23	.01	.39	.28	1.00								
	.39	.18	-.05	.22	.42	.49	.24	1.00						
	.10	.23	.04	.14	.22	.13	.11	.23	1.00					
	.04	.14	.07	.07	.25	.25	.13	.11	.18	1.00				
	.05	.26	.07	.08	.26	.30	.15	.28	.15	.48	1.00			
	.18	.07	.20	.09	.36	.46	.37	.39	.12	.24	-.30	1.00		
	-.29	-.35	-.31	.11	-.53	-.31	-.26	.17	-.01	-.17	-.29	.17	1.00	
	.36	.31	.19	.19	.67	.54	.17	.40	.12	.14	.35	.36	.43	1.00

Father's education

Mother's education

Father's occupation

Mother's occupation

Family Income

= Curriculum adjustment

A = Maturation of goals and levels of aspiration

PUT = Personal efficiency and planning and use of time

4 = Study skills and practice

= Mental Health

= Personal Relations

and friends seemed of equal importance. In the case of boys conversations seemed more to centre around their current activities. There was a marked trend in discussing what games, etc., the individual possesses and what were their pursuits at home. Studies also formed another major topic of discussion.

Sharing of books, pencils, and other materials was quite a common feature which usually indicated friendship and closeness. Sharing of resources among friends was found equally common among both girls and boys.

During spare time in the class, the girls huddled together to play games like "name, place, animal, things" or "hangman". Drawing and making cards, or doing creative work appeared to be other shared interests of girls. For boys the common interest focused on playing games, making models with paper was another favourite pastime. Playing with cars was also seen, but since it is against the rules of the school, it was done surreptitiously.

Reading was found a common habit among both girls and boys. Those who were interested in reading did so even between class periods. Fictions and comics were the trend of reading. Sharing and exchanging of books was very common among friends.

OUTSIDE THE CLASS

The background for observations were the playground, the canteen and the corridors where conversations could be overheard during recess or between classes. The peer interactions were dominated by exchange of food, and closeness during lunch break. Friends groups converged during recess and everyone shared their tiffin and much conversation took place at this time. Food and icecream brought from the canteen were also shared. Sharing of drinks were common. So was the borrowing of money from each other.

Conversations during recess were around central and current class activities. Criticism of teachers, opinions about the subject taught and the teacher were usually the subjects of discussion. Impending class assignments were also discussed at length. These discussions were noticed more among girls. Boys definitely utilized free time to play more physical types of games. Some girls also used time to pursue sports.

To quote an incident which portrayed the extreme interest of a boy in playing games and leadership skills--as recess started he quickly gathered his peers interested in playing hockey, and ran downstairs. Scant attention was paid to their tiffin boxes or any conversation, other than organizing the game. He ordered one boy to collect the hockey sticks etc and they rushed downstairs eagerly to play.

A great deal of bickering and fighting volubly was heard from the boys. The disagreements between girls were more of a cold war type. The girls who did not get along, avoided each others company. Boys tended to form teams or larger groups, whereas girls tended to move around in smaller intimate groups.

LATE ADOLESCENCE-17 YEAR OLDS

Classroom Behaviour

Among the older group also the behaviour was observed for about 4 weeks. The older adolescents seemed quieter during class times. During the lessons most of the boys and girls listened attentively and were quite involved with the subject being taught. With the exception of a few students who were caught doodling, writing notes, or whispering to one another the overall atmosphere was more serious. Bickerings were less and sharing of resources between friends was done frequently and easily. Friend groups were smaller at this stage and sitting next to a close friend was natural. Girls and boys mixed more freely at this stage and disagreements were less observed. Peer groups comprised of both boys and girls and whispered conversations among the girls were often heard, but the boys tended to exchange notes for communication. During or in between classes, joking and teasing were seen a great deal. Dominant personalities could be identified in both girls and boys as they automatically took the lead in class discussions or when it came to

discharging duties.

Once again the conversations centred around, tests assignments etc especially among the girls, Boys were heard discussing their hobbies, interests, making plans for outings. Discussions regarding parents and teachers were heard both in the positive or negative light. The salient feature in the later adolescent group, in contrast to the 13 year olds, was the general mantle of responsibility.

OUTSIDE THE CLASS

During recess it was seen that girls tended to be together and the same was for boys. There were few groups of mixed sexes also. Most of the class went downstairs for recess. The frequenting of the canteen was more with this age group (possibly because more money spending was available. It was almost a routine affair with some of the students to buy cold drinks or icecream and share with their close friends. Even group sharing was quite common.

Many boys utilized the time to practice sports like basket-ball, hockey or soccer. Girls by and large did not appear to be too involved in sports, small groups seemed more common and exchange of conversation and laughter seemed to be frequent. Those individuals who were involved in school activities like debating poetry or recitation or acting, utilized the recess time to practice. Peer group members lent support to them by listening, encouraging and boosting their

confidence. For example a girl and a boy were to deliver speeches about Mandela or Africa Day, at school in front of dignitaries and two or three days prior to this, they practiced with their friends who were an encouraging yet critical audience; thus the comoraderie was pleasant to see. Jealousies and rivalry were also noticed, but not to any great length, and it was mainly in the field of co-curricular activities rather than academics.

Discussions with teachers, views regarding peer interactions and the influence exerted on the members corroborated the assumptions. The teachers felt the adolescents were susceptible to influence from peers, where academic choices, interests and values both moral and social were concerned. In case of adolescents where the family influence is strong, peer influence seemed to have less effect, on making choices for subject courses or career choices for the future. The values acquired were intangible and they were prone to influence of peer groups.

CHAPTER V

DISCUSSION

The present study has conceived to ascertain the relationship among peer relations, achievement, motivation, school adjustment and self-esteem. The results obtained have been discussed below in the light of the various hypotheses formulated for the study.

HYPOTHESIS I

There will be significant differences by gender on peer relations, self-esteem, achievement motivations and school adjustment of adolescents.

The means and standard deviations on the variables of peer group relations, show that the females tend to have more best friends and females are more prone to taking advice from friends than the males. The males have a more positive attitude towards parents perception of their peers. Similarly feeling part of the peer group is also stronger in males as compared to the females. "During adolescence, best friendships are also increasingly valued as source of mutual intimacy (Corsaro 1989). Yonniss and Smoller (1985) found female friends are more likely to share intimate disclosures, confidence etc. than males.

Love for peer group is much stronger in females specially in relation to their best friends, though males also show positive love for peer group values. Parents

perceptions of peers and love for peer group correlate highly for both the groups.

The desire to spend time with peers is the main reason either because of common interests or because of great liking for the peer group. The amount of time spent with the friends is more in females, who seem to spend more time with the peers. Places for meeting are usually more than one but more so for the females. After school activities are also seen to be more in the case of females rather than the males.

"Female friendship groups tend to be closely knit and egalitarian while male friendship groups tend to be loosely knit with clear status hierarchies (Kartveit and Hausell 1983). Valuing advice of peers seem to be very important for both groups, more so for the males. The correlations are very high between valuing advice of friends, and parents opinion of peers, feeling part of the group and love for the peer group. The values in connection with reasons for spending time with peers are high for both groups.

Sources of friends seem to be more than one for the females. The picture emerges indicating that parents opinion of peers are once again highly correlated to sources of friends for both the groups. The correlations are also high with feeling part of the group and love for the peer group. It is therefore important to feel comfortable with the peers forming the group, irrespective of the source of

friendships. Topics of conversation are also more than one among the males and females showing higher trends for females. Females show a positive and high correlation with benefit from friends and best friends, whereas for the males there is no such correlation. There is a correlation for both groups with indices such as parents' opinion of peers and feeling part of group. If the parents perceive the friends as being beneficial for their adolescents, they encourage the friendships, thereby strengthening the feeling of belonging to the group for both males and females.

Parents' opinions of peers appear to be linked to many other variables for both males and females. In fact with the exception of a few variables, the correlations are high and positive with best friends, feeling part of the peer group, advice, love for peer group, value of advice, sources of friendships, benefit from friends for both males and females. The correlations with the different variables are more for the males but some values are higher with particular variables for females, like love for peer group and reasons for spending time with peers. The mean for parents' opinion of peers is higher for males indicating a slight edge over the females.

These findings provide us with evidence of the model used for this research which holds that if parents are nurturing and warm, then the adolescents are not pushed towards the peer group to get understanding and emotional

succour. Instead they highly regard their parents' opinion and have a positive and balanced relationship with the peer group.

Curriculum adjustment is more evident in the males than the females. The same pattern follows for maturity of goals and levels of aspiration. Personal efficiency and planning use of time is higher for males indicating more organization in work schedules. Study skills and practice are more advanced for the females and mental health shows more stability for the males. Personal relations are also higher for the males.

Achievement motivation shows a higher mean for males than the females, thus indicating higher levels of energy in the males. But this could be because of the traditional expectations of better results from the males.

Self esteem as seen from the data portrays that it is high for both groups males and females, with a slightly higher trend in the males. The inventory used for measuring self-esteem used a method of scoring which indicates low self-esteem for high scores and vice-versa, by inverse correlations.

Father's education appears to be higher for the males followed by the female group. Similar trends are visible for Mother's education also.

In all the groups most of the Father's are occupied in business, with the highest value in the case of males. Mothers mostly appear to be housewives, but in the case of working mothers most are involved in service. There seem to be more working Mothers in the female group.

The entire sample is mainly from the affluent section, high income bracket families with a few from the middle class. Males show a higher trend for belonging to more affluent families.

The T-tests done on the peer group indicates that there is no significant difference in the means. There were no significant differences in mean for school adjustment, self-esteem and achievement motivation between males and females, because of the type of school used for the study. The students attending this school all hail from upper and middle class families, and have very similar kinds of backgrounds. The families also being educated treat their adolescents in a fairly equitable manner, thereby narrowing the gender differences.

HYPOTHESIS - II

There will be significant differences by age in peer group relations, school adjustment, achievement motivation and self-esteem of 13 year and 17 year olds.

The late adolescents seem to have an edge over the

early adolescents for having best friends but advice seems to be taken more by the early adolescent. Parents opinion of peers definitely show a higher mean for the early adolescents.

Feeling part of a group is also higher for the early adolescents, but love for the peer group is slightly higher for the late adolescents. Amount of time spent with peers is more evident with late adolescents as is the place of meeting which shows more variety. After school activities is also higher for late adolescents. Value of advice is given slightly more importance in early adolescence. Benefit from friends is viewed as more important during early childhood.

The percentages obtained from the data regarding certain aspects of peer relations also provide a clear picture regarding age differences and subsequent qualitative changes in attitudes towards friends. It appears that for both age-groups the number of best friends cluster around 4-7 friends, but the early adolescents show a higher percentage.

Feeling of belongingness to the peer group has been rated by the 13 year olds and 17 year olds as having common interests. For the younger group trust and confidence seems to be the next most important reason, whereas for the older group affection is rated highly.

Most liked characteristics about peers showed a shift in attitude from early adolescence to later

adolescence. During early adolescence helpfulness is regarded as very important and affectionate peers are considered more dear to the 17 year olds. Loyalty and commitment also become more salient in later adolescence, often replacing shared activities (Bigelow and Lagaipa 1980). Fun and enjoyment seems to be the common reason for both the age groups for wanting to be with friends.

Curriculum adjustment is more evident in early adolescents than late adolescents. The same pattern is also apparent for maturity of goals and levels of aspirations. Study skills and practice are more advanced for later adolescents, whereas mental health shows more stability for early adolescents. Later adolescents show considerably less mental health, indicating that perhaps the stress of the senior classes and the pressure of the board exams may be causing them anxiety.

Achievement motivation shows a profile which is very high for early adolescents but drops for the late adolescents. This may be explained by the insecurities which are prevalent among the 17 year olds, being on the threshold of life fear - concerns, anxieties and apprehensions might be overshadowing their achievement motivations.

Self-esteem as seen from the data portrays that it is high for both early and late adolescents. "Older adolescents tend to be more similar in terms of attitudes towards school, college plans and achievement than younger

adolescents (Epstein 1983)."

Fathers of the early adolescent group show higher trends in education received. More mothers are working in case of late adolescents. Mothers of older adolescents perhaps have more time and positive encouragement from their children, to work profitably.

It appears that in all cases highly educated father's choose spouses with high education also, thus improving the educational status of the family. A study by Aitken (1982), lends support to this finding which is relevant for both age levels. "Academic performance of high school boys were significantly increased if the parents had college education, Aitken(1982). High family income also showed high correlation with father's education.

A very important finding was the high and positive correlation between both father's education, Mother's education and high achievement motivation. This indicates that parental achievement somehow motivates the adolescents further. This finding is also supported by a study done by Astin (1964) where "Father's education and mother's education and father's occupation each had direct and significant positive effect on student's persistence. Father's occupation and Mother's occupation showed positive and high correlation with high achievement motivation in college over four years." In this study family income shows strong correlation with

achievement motivation also.

In the realm of self-esteem it is seen that father's education correlates highly and inversely with self-esteem. Similar results have been seen for the Mother's educations, especially for the older adolescents. Father's occupation also shows high correlation with self-esteem, particularly among 17 year olds. High income of the family raises the self-esteem of the adolescents, as the results prove this by high inverse relations.

Father's education and Mother's education highly correlates with peer group relations. This variable is also highly correlated to family income. This enables us to realize that enlightened parents encourage their children to create a peer group, whereby they can have interaction and communication. The model used for this study suggests that parents who are not warm, nurturant or understanding, push their children towards their peers. But in cases where the parents are warm and open-minded the adolescents find their peer group a source of learning, sharing and caring rather than as an escape or haven away from home. Father's education and his subsequent outlook affects the perception of the adolescents and induces more openness to advice and learning.

For the indices of school adjustment there seems to be positive correlations with father's and mother's education. Curriculum adjustment, maturation of goals, mental health and personal relations seem to be positively

correlated with parental education for both age groups, indicating that educated parents provide the confidence and the guidance to their offsprings to enable them to feel comfortable with school work. According to Bandura (1977) "modelling influence occurs, when behaviours performed by one person are copied by another." Maturity of goals and levels of aspirations are also correlated positively with high parental education.

Achievement motivation and curriculum adjustment, maturity of goals and levels of aspirations, personal relations correlate positively, pointing to the fact that achievement motivation and positive school adjustment are two faces of a coin. Good and positive relationships with the teachers and associates provide a congenial atmosphere thus enhancing achievement motivations further. Achievement motivation is highly correlated to the peer group relations also, corroborating this finding.

Self-esteem as a characteristic of the students was found to be highly correlated to achievement motivation for both the age groups. School adjustment indices like curriculum adjustment, maturity of goals and levels of aspiration, mental health, personal relations, study skills and practice and personal efficiency and planning and use of time were overall correlated to self-esteem. If the school adjustment is not proper, the personal characteristics of the person may become imbalanced. Rosenberg (1975) wrote "the

person in a dissonant context is, through circumstances beyond his control, sociologically deviant in his environment, this situation might have negative effects on his self-esteem." Self-esteem and peer group relations correlate highly for both the age groups. This is a clear indication that positive self-esteem helps the adolescent to attract friends and feel confident enough to interact with peers in a positive manner.

T-Test performed on the difference of mean for peer group showed significant difference 13 years and 17 year, with the mean being high for the 17 years age group. This indicates that the older adolescents spend more time with peers and also interact more with them, thus increasing the peer group influences. Maturity of goals and levels of aspiration show a significant difference with the higher mean for early adolescents, whereas personal efficiency and planning use of time shows a higher trend for late adolescents, where the differences in mean show significance. The same trend applies for study skills and practice. Personal relations on the other hand show a greater stability for the early adolescents, where the difference in mean is significant at .01 level. Achievement motivation is also higher for early adolescents and the differences in mean is significant at .01 level.

HYPOTHESIS -III

There will be significant correlation among demographic variables, peer group relations, school adjustment, achievement motivations and self-esteem.

The adolescents feel proud of their Fathers and Mothers education and achievement. In both the groups we saw high self-esteem associated with prestigious occupation of the father. Self-esteem shows high values with high family income also. Peer group influence showed high correlation with father's education, family income, indicating that enlightened and affluent backgrounds attract friends easily and create an atmosphere for peer interaction. This finding was more significant for the males only.

Achievement motivation correlated positively with many dimensions of school adjustment. The males showed a high correlation between achievement motivation and curriculum adjustment, the females for maturity of goals and levels of aspiration. Achievement motivation and personal relations showed a positive link for both males and females.

A salient and important finding showed that the correlation between achievement motivation and self-esteem is high. An interesting feature showed that peer group influence and achievement motivation are positively and highly correlated for both males and females. Infact significant associations between achievement level and overall self-

regard come from well-known and relatively high and sound mental health. Peer group relations are correlated inversely with self-esteem, indicating a high self-esteem in case of males and females having sound mental health as "self-esteem and depression are inversely related"(Wyhe 1979)".

Personal relations and peer group realtions had a positive correlation with each other. Good personal relations and ability to relate to people/peer increase the number and quality of friends. These correlations are positive for both the males and females.

In case of both males and females peer group relations are strong in creating high self-esteem, in the adolescents. Since achievement motivation, self-esteem and peer group relations appear to be composite and reciprocal factors, including many dimensions of school adjustment, it can be concluded that these factors influence eachother a great deal, specially during the adolescent years. According to Rosenberg, Schooler & Shoenback(1989) " both self-enhancement and self consistent theory, agree that self-esteem can be the cause of academic performance.

CHAPTER VI

SUMMARY AND CONCLUSION

Research on Peer groups has been scanty in the past, and there is a paucity of information on peer group relations of adolescents in conjunction with variables of school adjustment, achievement motivation and self-esteem of students.

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The focus of this study has been on ascertaining the value of peer relations and its relation to school adjustment, achievement motivation and self-esteem among adolescents. The problem has been studied from the point of differences in age and gender. Two groups each of 60 pupils, one 13 years old and the other 17 years old were selected from grades VIII and Grades XII of a well established Public School (English Medium) situated in Delhi.

The study was based on the assumption that peer group identity is strong during adolescence, thus the influence exerted by the peer group is assumed to be powerful. The relations among adolescents may vary by gender as the males and females are socialized into different adult roles. Peer group relations are based on commonality of interests and values. The opinions or interests, valued by the peer group of the individual, may greatly affect ones level of self-confidence and self-esteem. The amount of time spent in the company of peers inside and outside the class may create specific perspectives in the adolescents within

the peer group towards achievement motivation. Further the adolescent's performance may help in adjustment in school and enhance the relationships with peer and relations with teachers.

The hypotheses drawn up for this study were :

1. There will be significant differences by gender in the peer relations, self-esteem, achievement motivation and school adjustment of adolescents.
2. There will be significant differences by age in the peer relations, self-esteem, achievement motivation and school adjustment of adolescents.
3. There will be significant correlation among the peer relations, self-esteem achievement motivation and school adjustment of adolescents.

The predominant model or theory used in this research has been the " Push Vs Pull" theory. This model indicates that if parents are not warm, nurturant and understanding then the adolescent feels a lack of understanding and empathy hence he or she gets pushed towards the peer group. The pull explanation is that attraction or allure of the peer group pulls the adolescents away from the parents.

This study was done on an ex post fact research design since interactions with peers, self-esteem,

achievement motivation and school adjustment in adolescence are constantly developing. To measure the variable of peer relations, school adjustment, achievement motivation, and self-esteem, appropriate inventories were searched. An inventory was prepared to measure peer-group relations. The items were written and its face validity established on the basis of expert opinions, then rewritten till it was found suitable as in its present form. The Deo-Mohan's Achievement Motivation Inventory was used to measure achievement motivation, Borrow's School Adjustment Inventory was used to measure adjustment. Vasavannas Self-Esteem Inventory was used to measure Self-esteem in adolescence.

The data were treated statistically to find the means and standard deviations of the groups namely for 13 year olds, 17 year olds, males, females and the total. Similarly correlations were computed for the five demographic variables and six school adjustment variables for 13 year olds, 17 year olds and the same was done for males, females and the total. Lastly the qualitative data from the peer group questionnaire was analyzed by using percentages. The diary notes taken during 4 weeks of observation were content analyzed and reported.

The salient findings from the data were

- 1) The maximum number of adolescents have 4-7 friends. At the younger age level affection and advice seems to be the

central theme of friendships, but of course common interests are important, yet this becomes the focal point during the late adolescence years.

2. Loyalty, affection and helpfulness are rated as the most liked characteristics of peers by the early adolescents, whereas same interests are more important for the later adolescents.

3. Fun and enjoyment was rated by the highest percentage as the reason for spending time with friends for both the age groups.

4. Peer group relations show a high correlation with advice, benefits from friends, parents perception of friends and love for peer group, for both the age groups.

5. In the case of age and gender groups, fathers education has a positive correlation with peer group relations for 13 years, 17 years and males. Achievement motivation and self-esteem are also highly correlated with the exception of 13 year olds.

6. Father's occupation and family income show high inverse relationships with self-esteem.

7. Mother's education is significantly related to achievement motivation and self-esteem for 13 year and 17 year olds. Only males have a high positive correlation between peer group relations and Mother's occupation.

8. Family income shows positive correlation with peer group relations for all the groups and with achievement motivation with the exception of females.

9. Curricular adjustment shows positive correlation with achievement motivation, and inverse correlation with self-esteem. Mental health indicates high correlation with (all the groups) peer group relations and achievement motivation. Personal relations have a good correlation with peer group relationship and achievement motivation.

The differences in the findings because of age and gender are enumerated below:-

1. Father's education and self-esteem is not significant for 13 years olds but is inversely significant for 17 year olds.

2. Mother's education shows high self-esteem for both age groups.

3. Mother's education is significantly related with peer group for 13 year olds and for males.

4. Father's occupation shows high inverse correlation for 17 year olds, males and females.

5. Family income is highly correlated to self-esteem for 17 year olds, males and females.

6. Curriculum adjustment shows positive correlation with peer group relations for 13 year olds and males only.

7. Maturity of goals and levels of aspiration are positively correlated with peer group relations for males and inversely with self-esteem.

8. Personal relations do not show a correlation with self-esteem for 17 year olds and females.

Qualitative results indicate that parental attitudes have a profound effect on the kind of view the adolescent develops regarding peers. Those parents who are educated and liberal seem to have a positive effect on peer interaction, in so much as that the adolescent himself becomes receptive to other influences. Sharing of resources, common interests and sharing of confidences seem to be the hall mark of peer relationships during early adolescence, in late adolescence sharing of resources is also a main feature but common interest is more important and mutual benefit is regarded as important.

CONCLUSIONS

1. Age levels show shift in the focus of peer relations from help and advice to common interests and affection at the late adolescent stage.

2. Taking advice is more common in early adolescence and females.

3. Obtaining benefit from friends is more a perception of males and later adolescents.

4. Father's and Mother's education have positive relation with peer relations and achievement motivation and self-esteem.

5. Father's occupation and family income are related to achievement motivation and self-esteem.

6. School adjustment dimensions like curriculum adjustment, maturity of goals and levels of aspirations, mental health and personal relations have positive and relations with achievement motivation, peer group relations and inverse correlations with self-esteem.

7. Peer group relations are positive with achievement motivation, school adjustment, and inversely with self-esteem.

IMPLICATIONS

1. Knowledge of the influence of peer relations on school adjustment can provide an insight into some of the reasons for student maladjustment in school.

2. Gender differences in the attitude towards peer group relations, can be used in encouraging males and females in pursuing their own interests.

3. Parental involvement in forming attitudes towards peers, and the amount of weightage given to parental opinion of peers, can thus provide better direction to the adolescents.

4. Shift in attitudes from early adolescence to late adolescence, can be helpful to the teachers to realize the psyche of the adolescents.

5. Teachers should be able to assess the achievement motivation levels of the adolescents and their self-esteem and concurrently provide an environment suitable for their needs.

6. The influence of the peers can be assessed and hence channelized to further strengthen the attributes of the adolescents into positive development.

LIMITATIONS

1. All the studies in socio psychological context are done under a variety of methodological constraints like limited time, and resources which prevent one from looking into the depth and width of the socio-psychological causes and effects.

2. Due to lack of time the sample selection was not randomized. Thus the findings cannot be generalized to students of other schools .

3. The study was limited to a few socio-psychological variables only.

4. The differences between the present study and earlier investigations may be interpreted as related to different

samples.

5. Since the nature of the present study was largely explanatory, only the variations in peer group relations, school adjustment, achievement motivation and self-esteem among gender and the two age levels were studied.

6. Finally, due to lack of time, other statistical techniques could not be used to get a clearer picture of the groups of adolescents.

Despite the limitations, the present study may provide a basis for further studies to be conducted in the area of peer relations, school adjustment, achievement motivation and self-esteem.

Suggestions for further Research

In the course of the study a number of problems cropped up, which if pursued would make excellent cases for study. In addition further study of these problems would improve the quality of research.

Following suggestions seem to emerge for further studies:-

1. The samples could be selected from rural and urban areas for comparison. Additional variables can be added to understand the relations of peer group to achievement motivation, school adjustment, and self-esteem.

2. The institution from which the samples can be taken, could be varied so that a cross-section of socio-economic students/adolescents could be studied.
3. Identification and classification of casual factors of peer group relations, self-esteem achievement motivation and school adjustment can be studied.
4. In-depth peer interactions could be studied by observing their behaviour over a longer period.
5. A longitudinal study can be undertaken to delve into the finer interactions between peers and its effects on school adjustment, achievement motivation and self-esteem.
6. Interviews with the individual students could provide more richness to the findings.
7. Teachers influence at school could also be studied along with parental influence viz-a-viz peer relations.

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APPENDIX - I

ACHIEVEMENT MOTIVATION INVENTORY

DIRECTIONS

The scale consists of 50 items in the form of statements. For every statement the possible responses are divided into 5 categories which are, always, frequently, sometimes, rarely and never. Put a cross under whichever category is your opinion.

ITEMS

1. I shall be most pleased if have to miss the classes for many days.

*Always, Frequently, Sometimes, Rarely, Never.

2. I pay full attention to the work in the class.

*Always, Frequently, Sometimes, Rarely, Never.

3. I mind most if I reach late in the class.

*Always, Frequently, Sometimes, Rarely, Never.

4. I have to read more and more to find unknown region of knowledge.

*Always, Frequently, Sometimes, Rarely, Never.

5. I have to have a personal library not counting text books.

*Always, Frequently, Sometimes, Rarely, Never.

6. I set standards for myself and I strive to achieve them.

*Always, Frequently, Sometimes, Rarely, Never.

7. I wish to specialise and become topmost in the field of my liking.

*Always, Frequently, Sometimes, Rarely, Never.

8. I like to experiment and create new things.

*Always, Frequently, Sometimes, Rarely, Never.

9. I work hard for hours together to be successful in whatever I undertake.

*Always, Frequently, Sometimes, Rarely, Never.

10. I have a tendency to find solutions of problems and puzzles, other people fail to find.

*Always, Frequently, Sometimes, Rarely, Never.

11. I aspire to get excellent results in all academic work/activities.

*Always, Frequetly, Sometimes, Rarely, Never.

12. I am ready to leave the job half done and try a new one.

*Always, Frequently, Sometimes, Rearely, Never.

13. I get nervous in the exam if one or two questions are not from the syllabus.

*Always, Frequently, Sometimes, Rarely, Never.

14. I prefer to go to a party rather than prepare for an exam next week.

*Always, Frqeuently, Sometimes, Rarely, Never.

15. On getting low marks, I feel disappointed and determined to work hard to do better.

*Always, Frequently, Sometimes, Rarely, Never.

16. I thinks I find my lessons meaningful and interesting.

*Always, Frequently, Sometimes, Rarely, Never.

17. While studying my mind evanders of the lessons and I get lost in imagination.

*Always, Frequently, Sometimes, Rarely, Never.

18. I think it is better to gossip in the canteen rather than attend the classes.

*Always, Frequently, Sometimes, Rarely, Never.

19. When the teacher is teaching, I like to read stories/novels/comics or may be draw cartoons in the class.

*Always, Frequently, Sometimes, Rarely, Never.

20. The school is boring for me and I want to leave it at the very first opportunity.

*Always, Frequently, Sometimes, Rarely, Never.

21. It irritates me if a lot if I have to stay in the school/college for some lectures.

*Always, Frequently, Sometimes, Rarely, Never.

22. I want to go to college/university because ,there is plenty of opportunity to enjoy life.

*Always, Frequently, Sometimes, Rarely, Never.

23. I think studies, sports and other activities can go together.

* Always, Frequently, Sometimes, Rarely, Never.

24. I agree that the present course of my study will help making my future life a success.

*Always, Frequently, Sometimes, Rarely, Never.

25. I feel very frustrated if I do not get a chance to compete in the field of my choice.

*Always, Frequently, Sometimes, Rarely, Never.

26.I regularly take down notes in the class and complete my assignments.

* Always, Frequently, Sometimes, Rarely Never.

27. I plan to study all the year round in an effort to get good ranks in all the subjects in all the tests.

*Always, Frequently, Sometimes, Rarely, Never.

28. I believe in work first and play later.

*Always, Frequently, Sometimes, Rarely, Never.

29. I do a lot of preparation at home for the next day's work in the class.

*Always, Frequently, Sometimes, Rarely, Never.

30. I like to ask questions regarding every information given in the tables and charts in the books, rather than leave them as such and read further.

*Always, Frequently, Sometimes, Rarely, Never.

31. I think my teachers are competent in their work.

*Always, Frequently, Sometimes, Rarely, Never.

32. I like to create nuisance in the class and among teachers.

*Always, Frequently, Sometimes, Rarely Never.

33. I try my utmost to please my teachers through work and not through flattery.

*Always, Frequently, Sometimes, Rarely, Never.

34. My friends consider me dull & a sharker.

*Always, Frequently, Sometimes, Rarely, Never.

35. It is true that my teachers think of me as a sincere and hard working student.

* Always, Frequently, Sometimes, Rarely, Never.

36. I feel hurt if others (parents teachers and friends) criticise me and try to improve upon my weaknesses.

*Always, Frequently, Sometimes, Rarely, Never.

37. My parents advise me to take life easy and never bother too much for studies or for future life.

*Always, Frequently, Sometimes, Rarely, Never.

38. I wish to carry my mission forward inspite of facing a lot of criticism.

*Always, Frequently, Sometimes, Rarely, Never.

39. I think of life to be an intellectual challege.

*Always, Frequently, Sometimes, Rarely, Never.

40. I am interested in organising the activities of a group, team, class.

*Always, Frequently, Sometimes, Rarely, Never.

41. I like to get associated with the top most persons in the field of my choice.

*Always, Frequently, Sometimes, Rarely, Never.

42. I love to have some adventure in my leisure hours.

*Always, Frequently, Sometimes, Rarely, Never.

43. I would like to watch a surgical operation being performed.

*Always, Frequently, Sometimes, Rarely, Never.

44. I like to compete in dramatics.

*Always, Frequently, Sometimes, Rarely, Never.

45. I think dancing and music as good hobbies for students.

*Always, Frequently, Sometimes, Rarely, Never.

46. I have a strong desire to be a champion in games, sports, athletics.

*Always, Frequently, Sometimes, Rarely, Never.

47. I have tried to get in the sports team of my school/college, to represent my state in other countries or states.

* Always, Frequently, Sometimes, Rarely, Never.

48. I believe sports develops initiative, leadership and discipline.

*Always, Frequently, Sometimes, Rarely, Never.

49. Hill Climbing/mountaineering are a welcome challenge I would like to undertake.

*Always, Frequently, Sometimes, Rarely, Never.

50. On a holiday, I prefer going for cycling, swimming or boating rather than sitting at home without much work.

*Always, Frequently, Sometimes, Rarely, Never.

APPENDIX - II

SCHOOL ADJUSTMENT INVENTORY DIRECTIONS

It is known that high mental ability does not necessarily guarantee success in college. Many persons who in comparison with their fellow students, are no better than average in aptitude for college work, earn academic records which are distinctly above average. Many intellectually superior students, on the other hand, make inferior records. Such inconsistencies are often traceable to certain attitudes, habits and activities which influence scholarship. It is the purpose of this questionnaire to discover what part these special factors are playing in your adjustment to college.

On the pages that follow, you will find a series of questions about yourself. Consider each question thoughtfully and answer it as honestly as you can. If your answer to any question is 'Yes, draw a line under the word 'Yes' given below. If the answer is 'No', then draw a line under 'NO'. If you are not sure about the answer to any question, then draw a line under 'undecided'. Be certain that you answer every question.

There is no right or wrong answers. The most helpful results are obtained by responding frankly and accurately to each question. Try to give as true a picture of yourself as you possibly can. Your responses will naturally be held in confidence.

1. Did you give careful consideration to your choice of curriculum when you entered school ?

Yes Undecided No

2. Is studying usually enjoyable to you ?

Yes Undecided No

3. Are you forced to take courses which you dislike or in which you have little interest ?

Yes Undecided No

4. Do you feel that the school regulations are too rigid and arbitrary ?

Yes Undecided No

5. Do you sometime think it a waste of time for you to continue your school education ?

Yes Undecided No

6. Have you set certain definite goals for yourself which you hope to achieve during your college career ?

Yes Undecided No

7. Do you generally strive to attain the highest grade of which you are capable ?

Yes Undecided No

8. Do your interests change rapidly ?

Yes Undecided No

9. Are problems of family relations more important to you at present than your studies ?

Yes Undecided No

10. Do you fail to see the value of the daily things that you do?

Yes Undecided No

11. Do you customarily anticipate and plan work for the next several days ?

Yes Undecided No

12. Do you sometimes oversleep so that you miss classes ?

Yes Undecided No

13. Does your school performance suffer owing to too many outside interests or activities ?

Yes Undecided No

14. Do you often come to class without having prepared your assignment ?

Yes Undecided No

15. Do you use odd times to review what you have learned, such as time between classes ?

Yes Undecided No

16. Does it take you sometime to get settled when you sit down to study ?

Yes Undecided No

17. Are you easily distracted from your studies ?

Yes Undecided No

18. Do you study late into the night or even all night before an important examination ?

Yes Undecided No

19. Do you have to reread a material several times because the words do not hve much meaning the first time you go over them?

Yes Undecided No

20. Do you feel yourself handicapped when you start using the library?

Yes Undecided No

21. Do you experience frequent changes in your mood?

Yes Undecided No

22. Are you often bothered by the feeling that no one understands you ?

Yes Undecided No

23. Are you bothered constantly by some worry or concern so that you cannot concentrate on your work?

Yes Undecided No

24. Do you have a tendency to give up easily when you meet difficult problems ?

Yes Undecided No

25. Do you get nervous and upset during examination so that you cannot do your best?

Yes Undecided No

26. Do you find that your teachers are honest and straight forward in their dealings with you ?

Yes Undecided No

27. Do you hesitate to ask your instructor to explain points that are not clear to you?

Yes Undecided No

28. Do you greatly dislike being told how you should do things?

Yes Undecided No

29. Have you been the recognised leader (President, chairman) of a group within the last five years ?

Yes Undecided No

30. Does your personality contribute to your success in school work?

Yes Undecided No

SSS PERFORMA

Father's Educational Level :
Father's Occupation :
Mother's Educational Level :
Mother's Occupation :
Family Income :

GENERAL INFORMATION

Name :
Age :

APPENDIX - III

PEER GROUP INFLUENCE

1. In the classroom, the students with whom I like to spend time are (write names)

2. I like to spend time with them because of
a) Common Interests
b) Like her / him
c) both

3. Roughly in a day, I spend time with my friends (number of

hours)

i) in school.....ii) after school.....

4. After school I meet my friends at the :

- a) Club
- b) at home
- c) telephone conversations
- d) other places

5. After school hours the type of activities I and my friends generally get involved in are like

- a) going out
- b) gossip
- c) sports
- d) other interests.

6. I have some best friends

YES NO

7. I value my friend's advice

- a) very highly
- b) moderately
- c) not so much

8. My friends are from

- a) the class
- b) outside the school (neighbourhood and others)
- c) both

9. I enjoy talking to my friends about

- a) personal issues
- b) relatives
- c) study related
- d) friends
- e) all the above

10. If I need advice I
.....

11. In my interactions with friends or peers I feel benefited personally about

- a) development of interests
- b) adjustment in school
- c) improvement in studies

12. My friends are liked by my parents

- a) Yes
- b) No

13. I really feel I am a part of the group of friends

- i) Yes
- ii) No

If so why?

14. The things which I like most about my friends or peers circle is

15. I love to be in my friends group
i) Yes ii) No

Why?

APPENDIX - IV

INVENTORY FOR SELF-ESTEEM

INSTRUCTIONS :

The following items have to be checked for whether they are true or false with regard to the respondent.

1. It is rather difficult for me to make new friends.
2. I can be natural while at a party.
3. I am never at conflict with myself.
4. When things go wrong I pity or blame myself.
5. I have a horror of failing in anything I want to accomplish.
6. I feel insecure within myself.
7. I can recover easily and quickly from social blunders.
8. I do not care much for what others think of me.
9. I can face a difficult situation without worry.
10. I can tackle new situations with a reasonable degree of assurance.
11. I feel no obstacle can stop me from achieving my final goal.
12. I find it hard to continue work when I do not get enough encouragement.
13. I am bothered by inferiority feelings.
14. My parents and friends believe that I am as much a success as I could be.
15. I can play my best in a game or contest against an opponent who is much superior to me.
16. My friends have made better life adjustments than myself.
17. I can relax myself easily.
18. I day dream often.
19. When a critical situation is past, I often think what I should have done but didn't.
20. I usually work out things for myself rather than get someone to show me.

21. I am often confused. I find difficulty in taking decision.

22. Criticism disturbs me greatly.

23. I can get a job anyday.

24. I have several times given up doing a thing because I thought too little of my ability.

25. I am worried about sex matters.

26. I refuse to play some games because I am not good at them.

27. I find it hard to keep my mind on a task or job.

28. I seem to be about as smart as most others around me.

29. My daily life is full of things that keep me interested.

30. I am certianly lacking in self-confidence.

31. I have often lost good chances because I would not make up my mind soon enough.

32. I spend much of the time worrying over the future.

33. I think I have an attractive personality.

34. When my friends criticise me I take it well.

35. I am often disorganised.

36. I can usually make up my mind and stick to it.

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