CHAPTER-I
CONCEPTUAL FRAMEWORK

1.1. OVER VIEW

The present study is a survey in nature to find out assertiveness, social adjustment, level of aspiration and personal values among high school students. The investigator has given theoretical framework, need for the study, rationale for the study and statement of the problem, objectives, hypotheses formulated for the study, operational definitions, delimitations, limitations and scope of the study. They have been presented here.

1.2. THE CONCEPT OF EDUCATION

**Education** is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Education can take place in formal or informal settings and any experience that has a formative effect on the way one thinks, feels, or acts may be considered educational. The methodology of teaching is called pedagogy.

Education commonly is divided formally into such stages as preschool or kindergarten, primary school, secondary school and then college, university, or apprenticeship.

A right to education has been recognized by some governments, including at the global level: Article 13 of the United Nations' 1966 International Covenant on Economic, Social and Cultural
Rights recognizes a universal right to education. Some of the famous definitions of education are:

The roots of education are bitter, but the fruit is sweet. **Aristotle.** The only person who is educated is the one who has learned how to learn and change. **Carl Rogers.** The function of education is to teach one to think intensively and to think critically. Intelligence plus character - that is the goal of true education. **Martin Luther King, Jr.**

“An education is a process through which child makes it’s internal to external”, **said Frobel.**

According to **Swami Vivekananda** “Education is the manifestation of perfection already in man”. It stands for the total development of the individuality. The first function of education in human life is to teach adjustment. Adequate adjustment is not innate or instinctive. Most outstanding characteristic of human beings is the high degree of their ability to change and adjust the behaviour according to the changes in the society.

**Nehru**, says that the aim of education is “A gradual transition to wider spheres of activity and new experience, developing self reliance habit of co-operation, fitness of body and keenness of mind, development of innate abilities of general approach to life and basic sense of values, training of intellect, development of intelligence to adjust, to face and overcome problems and a desirable balance between school and home”. So education should provide each individual the opportunities to become emotionally and socially intelligent persons.
1.3. ASSERTIVENESS

Assertiveness is the quality of being self-assured and confident without being aggressive. In the field of psychology and psychotherapy, it is a learnable skill and mode of communication.

Dorland's Medical Dictionary defines assertiveness as: a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view. During the second half of the 20th century, assertiveness was increasingly singled out as a behavioral skill taught by many personal development experts, behavior therapists, and cognitive behavioral therapists. Assertiveness is often linked to self-esteem. The term and concept was popularized to the general public by books such as Your Perfect Right: A Guide to Assertive Behavior (1970) by Robert E. Alberti and Michael L. Emmons and When I Say No, I Feel Guilty: How To Cope Using the Skills of Systematic Assertiveness Therapy (1975) by Manuel J. Smith.

Assertiveness refers to one’s ability to express and advocate ideas, interests, and feeling easy, appropriately and without anxiety Lizarage et al. (2003). According to Alberti.R.E (1977), assertiveness is viewed as a skill and capacity in interpersonal communications.

Assertiveness (Assertion) is typically defined in terms of the legitimate and honest expression of one’s personal rights, feelings, beliefs and interest without violating or denying the rights of others Delamater, (1986). It is the ability to express one’s feelings and assert one’s rights while respecting the feelings and rights of others. Assertive
communication is appropriately direct, open and honest, clarifies one’s needs to the other person.

Assertiveness comes naturally to some, but is a skill that can be learned. People who have mastered the skill of assertiveness are able to greatly reduce the level of interpersonal conflict in their lives, thereby reducing a major source of stress Elizabeth Scott, (2006).

Wolpe. J & Lazarus. A.A (1966) defining assertiveness state includes the expression of anger and dissatisfaction, the term 'assertive' is associated with any kind of expression of personal rights and feelings which are socially acceptable. Assertiveness in psychology is rooted in the education of social skills and behaviour therapy. Theorists consider it commonly as the proper expression of any kind of feelings, except stress, toward others

Furnham, (1979). Eskin (2003) views assertiveness as an important social skill which promotes an individual's well-being. Most definitions of assertiveness emphasize the direct expression of feelings, desires and thoughts in interpersonal areas. Other researchers conceptualize assertiveness as the direct and proper expression of one's needs and ideas without humiliating others without any fear in the process. Assertive training as a treatment approach is proposed for individuals who are suffering in the interpersonal situations or for individuals who are plagued with interpersonal problems Wolpe. J (1969). Assertive behaviour is described as a person giving expression to his/her rights, thoughts and feelings without denying the rights of others

1.3.1. Training

Joseph Wolpe originally explored the use of assertiveness as a means of "reciprocal inhibition" of anxiety, in his 1958 book on treating neurosis; and it has since been commonly employed as an intervention in behavior therapy. Assertiveness Training ("AT") was introduced by Andrew Salter (1961) and popularized by Joseph Wolpe. Wolpe's belief was that a person could not be both assertive and anxious at the same time, and thus being assertive would inhibit anxiety. The goals of assertiveness training include:

1. increased awareness of personal rights
2. differentiation between non-assertiveness and assertiveness
3. differentiation between passive-aggressiveness and aggressiveness
4. Learning both verbal and non-verbal assertiveness skills.
5. As a communication style and strategy, assertiveness is thus distinguished from both aggression and passivity. How people deal with personal boundaries, their own and those of other people, helps to distinguish between these three concepts. Passive communicators do not defend their own personal boundaries and thus allow aggressive people to abuse or manipulate them through fear. Passive communicators are also typically not likely to risk trying to influence anyone else. Aggressive people do not respect the personal boundaries of others and thus are liable to harm others while trying to influence them. A person communicates assertively by overcoming fear of speaking his or her mind or trying to influence others, but doing so in a way that respects the personal boundaries of others. Assertive people are also willing to defend themselves against aggressive people.
1.3.2. Communication

Assertive communication involves respect for the boundaries of oneself and others. It also presumes an interest in the fulfillment of needs and wants through cooperation. According to the textbook *Cognitive Behavior Therapy (2008)*, "Assertive communication of personal opinions, needs, and boundaries has been ... conceptualized as the behavioral middle ground, lying between ineffective passive and aggressive responses". Such communication "emphasizes expressing feelings forthrightly, but in a way that will not spiral into aggression".

If others' actions threaten one's boundaries, one communicates this to prevent escalation. In contrast, "aggressive communication" judges, threatens, lies, breaks confidences, stonewalls, and violates others' boundaries.

At the opposite end of the dialectic is "passive communication". Victims may passively permit others to violate their boundaries. At a later time, they may come back and attack with a sense of impunity or righteous indignation. Assertive communication attempts to transcend these extremes by appealing to the shared interest of all parties; it "focuses on the issue, not the person". Aggressive and/or passive communication, on the other hand, may mark a relationship's end, and reduce self-respect.

1.3.3. Assertive People

Assertive people tend to have the following characteristics:

- They feel free to express their feelings, thoughts, and desires.
• They are "also able to initiate and maintain comfortable relationships with [other] people"
• They know their rights.
• They have control over their anger. This does not mean that they repress this feeling; it means that they control anger and talk about it in a reasoning manner.
• "Assertive people ... are willing to compromise with others, rather than always wanting their own way ... and tend to have good self-esteem".
• "Assertive people enter friendships from an 'I count my needs. I count your needs' position".

1.3.4. Techniques

Techniques of assertiveness can vary widely. Manuel Smith (1975), in his book When I Say No, I Feel Guilty, offered some of the following behaviors:

Broken record

The "broken record" technique consists of simply repeating your requests or your refusals every time you are met with resistance. The term comes from vinyl records, the surface of which when scratched would lead the needle of a record player to loop over the same few seconds of the recording indefinitely. "As with a broken record, the key to this approach is repetition ... where your partner will not take no for an answer."

A disadvantage with this technique is that when resistance continues, your requests may lose power every time you have to repeat them. If the requests are repeated too often, it can backfire on the
authority of your words. In these cases, it is necessary to have some sanctions on hand.

**Fogging**

Fogging consists of finding some limited truth to agree with in what an antagonist is saying. More specifically, one can agree in part or agree in principle.

**Negative inquiry**

Negative inquiry consists of requesting further, more specific criticism.

**Negative assertion**

Negative assertion is agreement with criticism without letting up demand.

**I-statements**

I-statements can be used voice one's feelings and wishes from a personal position without expressing a judgment about the other person or blaming one's feelings on them.

1.3.5. Applications

Several research studies have identified assertiveness training as a useful tool in the prevention of alcohol-use disorders. Psychological skills in general including assertiveness and social skills have been posed as intervention for a variety of disorders with some empirical support.

In connection with gender theory, "Tannen argues that men and women would both benefit from learning to use the others' style. ... So, women would benefit from assertiveness training just as men might benefit from sensitivity training".
1.3.6. Criticism

Assertiveness may be practiced in an unbalanced way, especially by those new to the process: "[One] problem with the concept of assertiveness is that it is both complex and situation-specific. ... Behaviors that are assertive in one circumstance may not be so in another". More particularly, while "unassertiveness courts one set of problems, over-assertiveness creates another." Assertiveness manuals recognize that "many people, when trying out assertive behaviour for the first time, find that they go too far and become aggressive."

In the late 1970s and early 1980s, in the heyday of assertiveness training, some so-called assertiveness training techniques were distorted and "people were told to do some pretty obnoxious things in the name of assertiveness. Like blankly repeating some request over and over until you got your way". Divorced from respect for the rights of others, so-called assertiveness techniques could be psychological tools that might be readily abused: The line between repeatedly demanding with sanctions ("broken record") versus coercive nagging, emotional blackmail, or bullying, could be a fine one, and the caricature of assertiveness training as "training in how to get your own way ... or how to become as aggressive as the next person" was perpetuated.

1.4. SOCIAL ADJUSTMENT

Social adjustment is an effort made by an individual to cope with standards, values and needs of a society in order to be accepted. It can be defined as a psychological process.
It involves coping with new standard and value. In the technical language of psychology "getting along with the members of society as best one can" is called adjustment.

1.4.1. Nature of Social Adjustment:

As Plato says 'Man is a social animal.' We live in a society and form opinion about others and others have opinions about us. We try to behave according to the norms of the society so that we can adjust with others. But it is not an easy talk because the personality of each individual is a unique organization. This organization has to make special efforts to adjust with other unique organization which well society.

Social adjustment is the direction, we, the teacher try to instil adjustment skill in our students: Teacher should emphasise on the adjustment of the student in the school. They should help the student scope with the existing situations of the school. They should contribute to improving the social environment of the school.

Psychologists use the term adjustment of varying conditions of social and interpersonal relation in the society. Thus adjustment can be called the reaction to the demands and pressures of the social environment imposed upon the individual.

1.4.2. Perception and Social Adjustment:

There is need of impractical perception for social adjustment. The processes of behaviour e.g. learning, maturation, sensation, perception and motivation contribute to the process of adjustment. The way we interact with people depends, to a great extent, upon how we perceive them and how we interpret their behaviour. The perceptions about people-what we think, what they like-influence the way we respond to
them. Our social perceptions of others are initially based on the information we obtain about them—in some instances the attribution inference we make about the cause for their behaviour. It is of course, important to have accurate knowledge of others before deciding on the kind of possible interaction with them.

1.4.3. Impression Formation and Social Adjustment:

Impression formation is the process by which information about others is converted into more or less enduring cognition or thoughts about them. When we first meet someone, we usually have access to information how the person looks and where he or she works and what he or she says. There facts form the basic cognitive framework by which we understand others and try to adjust with them.

1.4.4. Other Processes in Social Adjustment:

There are certain other processes which we can use for social adjustment as under:

(i) Stress and Adaptation:

Environmental factors which make it hard for an individual to live are called stress. The stress is experienced as irritation as discomfort. At a slightly more advanced level stress is explained as the anticipation of harm. In human beings certain kind of stresses produces anxiety. Anxiety some times produces defensive response. Defences are generally regarded as poor methods of adjustment.

(ii) Social Influence:

The process of social influence contains two critical elements. These are as under:
(a) **Someone's intervention**

The phenomena of influence, which also includes imitation conformity and obedience, always contain an agent which has caused a change in the focal person (FP).

(b) **Inducing change in other person.**

Influence situations can be differentiated by noticing the different characteristics of agent and of the behaviour that makes up the intervention. The following five concepts help us understand the process of social influence, better.

1. **Social Facilitation:** In a group situation the presence of others would always influence performance and thus the efforts to bring changes in performance of an individual are called social facilitation. The presence of others increases an individual's arousal level which in turn, enhances performance of well learned responses. For example, a well trained singer would, according to this theory i.e. social facilitation, performs better when others are present bulla beginning would make more mistakes when giving a recital in front of others than when practicing at home.

2. **Imitation:** Imitation involves change in focal person's behaviour that matches as copies others' behaviour. Student imitates the behaviour of social personalities for getting the recognition.

3. **Compliance to Others** Human being as a social being has to adjust himself in the social environment in his daily life, he commands others and works according to his one or other's rules and regulations. In a family every member is dependent 'on each other. Sometimes even parents obey the rules of their children. This type of situation influences them to adjust in social environment.
4. **Conformity to Norms:** Conformity is the situation wherein individuals change their behaviour so that they may become more similar to those of the other members of the group.

5. **Obedience:** Obedience is the situation wherein the agent has legitimate light to influence the focal person and the focal person has the obligation to obey.

### 1.5. ASPIRATIONS

The concept of ‘Aspiration’ was introduced by Dembo.T (1931) in the course of an experimental investigation of anger. Now it is familiar in the area of psychology, education, sociology and other fields of learning.

Motivational factors are important in directing individual behavior consciously and make him strive to perform certain types of activity in order to achieve a definite goal. Every one aims at reaching a definite goal or excellence in performance and in doing so, he sets a desire for distinction which has an inner structure known as ‘Aspiration’.

Aspiration is an individual’s expectation or ambition. It refers to the estimate of one’s future in a given task. In today’s world of competitiveness there is not a single individual who is devoid of ambition in some form or the other. A great deal of individual variation is found with regard to goal – setting behavior: persons with an equal amount of ability may also differ significantly in their goal-setting behavior. One may set it very high while the other very low; still others may set near to their performance level. Thus in choosing a life goal and in doing daily activities, people differ largely in their expectations and aspiration.

In everyday usage, ambition and aspiration are nearly synonymous and are often used interchangeably. The word aspire refers to the ambition or desire, a want, which has yet not been fulfilled and a man still
works for it. Aspiration refers to the level of education or an occupation, which a person aspires. In general aspiration means the fantasy regarding future occupation. *Webster’s Dictionary (1976)* defines aspiration as a strong desire for realization (as an ambition, idea or accomplishment).

**Hope.F (1930)** defined level of aspiration as “A person’s expectations, goals or claims on his own future achievement in a given task”.

According to **Bayton.J.A (1943)** “Level of Aspirations means an individual’s ambition in a situation, that it is an individual goal or expectation in regard to the goodness of his own future performance for a given task”.

According to **Mac Brayne (1987)**, aspiration means, an individual’s desire to obtain a status, objective or goals, such as a particular occupation or levels of education, or it is expectation of the individual’s estimation of the likelihood of attaining those goals, plans, ambitions or dreams.

**Level of aspiration** is the possible goal (score) an individual sets in the performance. The level of aspiration which a person sets up for himself is frequently determined by the amount of self-esteem which he needs to maintain. What kind of aspiration the persons develop is greatly influenced by such factors as intelligence, gender, personal interest and values, family pressure, group expectations, cultural tradition, past experience, and personal characteristics? According to **Smith.M.B (1940)**, the level of aspiration is a goal to achieve, which is just above one's functional level of potentialities and is within his maximum capacity.

Aspiration refers to the level of education/occupation of the individual regarding future occupation or settlement. It indicates what a
person wants to be in his future life irrespective of the limitations imposed by reality.

1.5.1. Educational Aspirations

Educational Aspiration is a psychological construct, which reflects a cognitive type of motivation of the individual. Frank (1982) defines it in terms of the level of future performance in a familiar task, which an individual, knowing his level of past performance in that task explicitly undertake to reach.

1.5.2. Occupational Aspirations

Career is a very important aspect of adolescents; therefore all efforts need to be made to provide them with the knowledge to make a good career. Because of their influence, parental views on education and occupational guidance must be considered. These days, parents are very much concerned about their children's education and career. Parents' personal outlook on occupation seems to vary according to their educational levels. Perspective on education of respondents with high school qualifications tends to be more favourable. Parents are interested in child's future; parents with less education may not have positive attitudes towards their own job or resources to help children make wise choices.

1.5.3. Parental Aspirations

Parents are influenced by many and should be concerned with their parental role. A parent's childrearing behaviour flows from his values and beliefs, interacting with his personality characteristics in a situation involving his child. Underlying the beliefs and practices of area, parents hold values, what they want for themselves and their children. The term
value includes the goals of parents, the roles they approve of and their aspirations for their children as well as the behaviour they seek to inculcate. The ethos of the middle class homes and environment supports the child's intellectual development and encourages him to higher possibilities in education. His environment discourages the working class child and his educational aim is pitched at a level much below his potential in many cases. Education of children is universally accepted as the first concern of all parents. The estimate of child's ability, his faults and behaviour, by teacher and parents often differs widely. It is only when the two come together and there is a perfect understanding between the parents and teacher that aims at understanding the child in the most effective perspective and helps him to aim higher education that parental aspiration play important roles in adolescent's transition into the workforce. Not too long ago education was of little value for career opportunities and socialization and the families were the main means of transitional into the workforce. Nowadays, making the transition into the workforce has become less traditional in light of educational changes. Studies infer that the family still plays an important role by positively correlating with academic achievement in school. Therefore, parental aspiration, by increasing academic achievement, might help adolescents ease into the workforce better by providing them with more career opportunities.

1.6. VALUES

The word ‘values’ was first used by the German philosopher Friedrich Nietzsche in 1880. Until then the word value was used as a verb meaning to value as esteem something or as a singular noun meaning the measure of something for example, the value of money,
property or labour. Nietzsche used the word’ values’ in plural to denote moral beliefs and attitudes that was personal and subjective because he believed in what Darwin’s. “Origin of species” taught him about the survival of the fittest”.

**Milton Rokeach (1973)** defines values as “Basic convictions that a specific mode of conduct or end state of existence is personally or socially preferable to an opposite or converse mode of conduct or end state of existence”.

According to **Clyde Klucholm**, values are a conception of the “Desirable which influences the selection from available modes, means and ends of action”

**Leonard Gordon** has written that “values are constructs representing generalized behaviours or states of affairs that are considered by the individual to be important”

**George England** has defined values as being similar to attitudes but more ingrained, permanent and stable in nature.

**Ralph Borsodi** “values are emotional judgments they are generated by feelings, not cognitions”, they are emotional, not intellectual judgments”.

**George Wilhelm Friedrich Hegel** “Life has a value only when it has something valuable as its objects…we may affirm absolutely that nothing great in the world has been accomplished without passion and without values.

According to **N.T.Ram**, “A value is what is desired or what is sought. Values may be operationally, conceived as those guiding principles of life which are conductive to one’s physical and mental health as well as to social welfare and adjustment and which are in tune with one’s culture”.

17
R.K.Mukherjee(1950) says, “Values are socially approved desires and goals that are internalized through the process for conditioning, learning or socialization and that becomes subjective preferences, standards and aspirations.”

D.H.Parker(1957) says, “Values belong wholly to the inner world of mind. The satisfaction of desire is the real value; the thing that serves is only an instrument. A value is always an experiences never a thing or an object”.

Edger Brighman observes, “In the most elementary sense, value means whatever is actually liked, prized, esteemed, desired, approved or enjoyed at any time. It is the actual experience of enjoying a desired object or activity”.

G.W Bridger, “value is a quality of things having intrinsic worth. It is the basis of the principles by which we load our lives”.

Kretch(1962) defines value as a “belief about which is desirable or good”. It is said to be the compass which gives every individual his direction as to how to act and how to interpret others action. Values from the central pole around which we organize our desires, ambitions and fashions of life.

Dr.K.Subrahmanyam States, “A thing is of value, if it is of use. Therefore value is in proportion to utility. The grater the utility, the higher the value. Utility is sought by mankind at various levels – physical, emotional, intellectual and spiritual”.

In the words of John Dewey, “The value means primarily to esteem, to appraise and to estimate. It means the acts of achieving something, holding it and also the act of passing judgement upon the nature and amounts of values as compared with something else”.
According to **Cyril De souza**, “By values we refer to those reflected upon ideals that serve as general guides to behaviour and that gives significance to one’s life in the priorities that are chosen and that are acts on consistently and regularly”.

The Chamber’s 20th century Dictionary states that the connotation of the term ‘value’ is the quality of anything that renders it desirable or something that is prized. ‘Held in respect’. Deemed worthy or esteemed.

**Oxford English Dictionary** defines values as “worth, utility, desirability and qualities on which these depend”.

**Gorden Allport** defines value as “A belief upon which a man acts by preference”.

### 1.6.1 PERSONAL VALUES

Personal values provide an internal reference for what is good, beneficial, important, useful, beautiful, desirable and constructive. Values generate behaviour and influence the choices made by an individual. Values may help solve common human problems for survival by comparative rankings of value, the results of which provide answers to questions of why people do what they do and in what order they choose to do them. Moral, religious, and personal values, when held rigidly, may also give rise to conflicts that result from a clash between differing world views. Over time the public expression of personal values that groups of people find important in their day-to-day lives, lay the foundations of law, custom and tradition. Recent research has thereby stressed the implicit nature of value communication.

**Personal Value:** refers to those values which are desired and cherished by the individual irrespective of his/her social relationship. For example: Cleanliness, Contentment, Self confidence.
Values are what we consider valuable. Placing any ideal of perfection our own personal convenience and interests expands our personality and opens it to wider and higher influences. The pursuit of higher values is the pursuit of spiritual Truth. The expression of higher values is to bring Truth down into one's life.

A value is a belief, a mission, or a philosophy that is meaningful. Whether we are consciously aware of them or not, every individual has a core set of personal values. Values can range from the commonplace, such as the belief in hard work and punctuality, to the more psychological, such as self-reliance, concern for others, and harmony of purpose.

1.7. NEED FOR THE STUDY

We are living in a cutting edge world where competition galore for everything. The chances of being misled by others in the society are a big problem or menace. The students who fall victims to this short of tendencies state that they are guided by their friends or others. If a student has assertive behavior and his own set of rights and wrongs, he may not be easily bullied by other person. The ill effects of our society can be cleared by asserting ones’ rights in this society. If everybody started asserting his rights, system will be in place. No wrong doers will be there. They will be eliminated. Adjustment is a foremost behavioral aspect one has to develop. If a person does not have good adjustment, he may not succeed in this society. Intellectually superior or inferior, if he is adjusting with the norms of the society, he is regarded properly. It has been mentioned in Thirukural also that one should have adjustment with the society in which he/ she lives.
The good qualities alone will not fetch you a good job or career. The students should have aspiration for betterment in life. They should aim for good future. They should set goal and strive for achieving it. The level of aspiration decides the career prospects of a student. The high school should practice the goal setting and achieving it in many tasks as it will increase their goal achievement behavior.

Values are eternal. The values of our family and culture are transmitted from one generation to other by traditions that we follow. Values are not taught in schools it is taught in the family and society. Everyone has family values. The values have been imbibed from great grandfather, grandmother and father. Apart from this, one sets his personal values inspired by the things in the environment in which we live. They are called personal values. They are regulators of our behavior. They decide our lifestyle.

The four very crucial variables which play a major role in children’s future have been conceived by the investigator. Having discussed the benefits of these variables on children, the investigator thought of the need for conducting a study on these variables. Hence, the study has been entitled as “Assertiveness, Social Adjustment, Level of Aspiration and Personal Values among High School Students”.

1.8. RATIONALE FOR THE STUDY

Assertiveness is standing up for one’s right to be treated fairly. It is expressing opinions, needs, and feelings, without ignoring or hurting the opinions, needs, and feelings of others. Assertiveness is developed and strengthened over time. Practicing assertive behavior regularly and reminding one himself/herself that he/she has value is an important way
to build that assertiveness. Being assertive not only improves one’s self-respect, but also earns his/her respect from those around him/her. The students being assertive develop strong value binding. They restrain from doing wrong things. They easily tackle the unwanted situations in any place deftly. Assertiveness is nothing but standing up for one’s rights. If students develop this assertive behaviour, the system will be in place everywhere. Hence, the researcher wanted to know the assertiveness of high school students.

Adjustment is a popular expression used by people in day to day life. For example, while traveling in a bus or a train, we often hear or use this term; even when a guest comes to stay with-us for a few days we have to adjust him/her in our house though sometimes we face problems. In making these adjustments, they are important to maintain personal as well as social peace Social Adjustment and harmony. Thus adjustment maintains peace and harmony in home, school, and society and in the country. Social adjustment can be defined as a psychological process. It frequently involves coping with new standards and values. In the technical language of psychology, getting along with the members of the society as best as one can is called adjustment. The adjustment makes a person to live in harmony with others. He may be intellectually superior. If he is not able to cope up with others in the society, he is considered isolate. The investigator wanted to study such an important aspect called social adjustment among high school students.

Aspiration is the level of future performance in a task that an individual explicitly undertakes to reach. Aspiration level thus refers to the difficulty of the goal for which one is striving. The present day society is a highly competitive society. In which, how a student fixes his
goal and strive towards achieving the goal is very important. Hence, the present investigator chose level of aspiration among high school students.

Values are like grandfather’s Rolex—they should be passed down and cherished. Culture and family are forever. Those two things should shape a man. Before one defines his own set of values, he/ she must recognize the values his/her family holds. A great grandfather who passed his values of hard work, diversity, and perseverance to grandfather, who passed them to our father, who passed them down to us. The values are spoken at length in the world of value erosion. The students who possess and maintain the family values and set himself/ herself personal values are very important in the learning process. The investigator wanted to know the personal values of high school students. Hence, personal values have been included as one of the variables in the study. The four variables namely assertiveness, social adjustment, level of aspiration and personal values are very important for a person to achieve greater heights in personal life, career and in society. Hence, the investigator has taken up this study entitled as “Assertiveness, Social Adjustment, Level of Aspiration and Personal Values among High School Students”

1.9. STATEMENT OF THE PROBLEM

The present study has identified four variables. The variables taken up in this study are assertiveness, social adjustment, level of aspiration and personal values. They are essential for a person to lead a healthy lifestyle in this society. The investigator wanted to study these variables among high school students. Hence, this study has been entitled as “Assertiveness, Social Adjustment, Level of Aspiration and Personal Values among High School Students”.
1.10. OBJECTIVES OF THE STUDY

The investigator has formulated 57 objectives for the present study. They are presented here.

1. To find out the assertiveness among high school students.
2. To find out significant difference in assertiveness among high school students in terms of Gender.
3. To find out significant difference in assertiveness among high school students in terms of religion.
4. To find out significant difference in assertiveness among high school students in terms of community
5. To find out significant difference in assertiveness among high school students in terms of father’s education
6. To find out significant difference in assertiveness among high school students in terms of mother’s education
7. To find out significant difference in assertiveness among high school students in terms of father’s occupation
8. To find out significant difference in assertiveness among high school students in terms of mother’s occupation
9. To find out significant difference in assertiveness among high school students in terms of parental monthly income
10. To find out significant difference in assertiveness among high school students in terms of type of family
11. To find out significant difference in assertiveness among high school students in terms of locality.
12. To find out significant difference in assertiveness among high school students in terms of type of school
13. To find out significant difference in assertiveness among high school students in terms of kind of school
14. To find out significant difference in assertiveness among high school students in terms of medium of study
15. To find out social adjustment among high school students.
16. To find out significant difference in social adjustment among high school students in terms of Gender.
17. To find out significant difference in social adjustment among high school students in terms of religion.
18. To find out significant difference in social adjustment among high school students in terms of community
19. To find out significant difference in social adjustment among high school students in terms of father’s education
20. To find out significant difference in social adjustment among high school students in terms of mother’s education
21. To find out significant difference in social adjustment among high school students in terms of father’s occupation
22. To find out significant difference in social adjustment among high school students in terms of mother’s occupation
23. To find out significant difference in social adjustment among high school students in terms of parental monthly income
24. To find out significant difference in social adjustment among high school students in terms of type of family
25. To find out significant difference in social adjustment among high school students in terms of locality.
26. To find out significant difference in social adjustment among high school students in terms of type of school
27. To find out significant difference in social adjustment among high school students in terms of kind of school
28. To find out significant difference in social adjustment among high school students in terms of medium of study
29. To find out level of aspiration among high school students.
30. To find out significant difference in level of aspiration among high school students in terms of Gender.
31. To find out significant difference in level of aspiration among high school students in terms of religion.
32. To find out significant difference in level of aspiration among high school students in terms of community
33. To find out significant difference in level of aspiration among high school students in terms of father’s education
34. To find out significant difference in level of aspiration among high school students in terms of mother’s education
35. To find out significant difference in level of aspiration among high school students in terms of father’s occupation
36. To find out significant difference in level of aspiration among high school students in terms of mother’s occupation
37. To find out significant difference in level of aspiration among high school students in terms of parental monthly income
38. To find out significant difference in level of aspiration among high school students in terms of type of family
39. To find out significant difference in level of aspiration among high school students in terms of locality.
40. To find out significant difference in level of aspiration among high school students in terms of type of school
41. To find out significant difference in level of aspiration among high school students in terms of kind of school
42. To find out significant difference in level of aspiration among high school students in terms of medium of study
43. To find out personal values among high school students.
44. To find out significant difference in personal values among high school students in terms of Gender.
45. To find out significant difference in personal values among high school students in terms of religion.
46. To find out significant difference in personal values among high school students in terms of community
47. To find out significant difference in personal values among high school students in terms of father’s education
48. To find out significant difference in personal values among high school students in terms of mother’s education
49. To find out significant difference in personal values among high school students in terms of father’s occupation
50. To find out significant difference in personal values among high school students in terms of mother’s occupation
51. To find out significant difference in personal values among high school students in terms of parental monthly income
52. To find out significant difference in personal values among high school students in terms of type of family
53. To find out significant difference in personal values among high school students in terms of locality.
54. To find out significant difference in personal values among high school students in terms of type of school
55. To find out significant difference in personal values among high school students in terms of kind of school.
56. To find out significant difference in personal values among high school students in terms of medium of study.
57. To find out the relationship among assertiveness, social adjustment, level of aspiration and personal values of high school students.

1.11. HYPOTHESES FORMULATED FOR THE STUDY

The investigator has formulated 57 hypotheses for the present study. They are presented here.

1. The assertiveness among high school students is average.
2. There is no significant difference in assertiveness among high school students in terms of Gender.
3. There is no significant difference in assertiveness among high school students in terms of religion.
4. There is no significant difference in assertiveness among high school students in terms of community.
5. There is no significant difference in assertiveness among high school students in terms of father’s education.
6. There is no significant difference in assertiveness among high school students in terms of mother’s education.
7. There is no significant difference in assertiveness among high school students in terms of father’s occupation.
8. There is no significant difference in assertiveness among high school students in terms of mother’s occupation.
9. There is no significant difference in assertiveness among high school students in terms of parental monthly income.
10. There is no significant difference in assertiveness among high school students in terms of type of family
11. There is no significant difference in assertiveness among high school students in terms of locality.
12. There is no significant difference in assertiveness among high school students in terms of type of school
13. There is no significant difference in assertiveness among high school students in terms of kind of school
14. There is no significant difference in assertiveness among high school students in terms of medium of study
15. The social adjustment among high school students is average.
16. There is no significant difference in social adjustment among high school students in terms of Gender.
17. There is no significant difference in social adjustment among high school students in terms of religion.
18. There is no significant difference in social adjustment among high school students in terms of community
19. There is no significant difference in social adjustment among high school students in terms of father’s education
20. There is no significant difference in social adjustment among high school students in terms of mother’s education
21. There is no significant difference in social adjustment among high school students in terms of father’s occupation
22. There is no significant difference in social adjustment among high school students in terms of mother’s occupation
23. There is no significant difference in social adjustment among high school students in terms of parental monthly income
24. There is no significant difference in social adjustment among high school students in terms of type of family
25. There is no significant difference in social adjustment among high school students in terms of locality.
26. There is no significant difference in social adjustment among high school students in terms of type of school
27. There is no significant difference in social adjustment among high school students in terms of kind of school
28. There is no significant difference in social adjustment among high school students in terms of medium of study
29. The level of aspiration among high school students is average.
30. There is no significant difference in level of aspiration among high school students in terms of Gender.
31. There is no significant difference in level of aspiration among high school students in terms of religion.
32. There is no significant difference in level of aspiration among high school students in terms of community
33. There is no significant difference in level of aspiration among high school students in terms of father’s education
34. There is no significant difference in level of aspiration among high school students in terms of mother’s education
35. There is no significant difference in level of aspiration among high school students in terms of father’s occupation
36. There is no significant difference in level of aspiration among high school students in terms of mother’s occupation
37. There is no significant difference in level of aspiration among high school students in terms of parental monthly income
38. There is no significant difference in level of aspiration among high school students in terms of type of family
39. There is no significant difference in level of aspiration among high school students in terms of locality.
40. There is no significant difference in level of aspiration among high school students in terms of type of school
41. There is no significant difference in level of aspiration among high school students in terms of kind of school
42. There is no significant difference in level of aspiration among high school students in terms of medium of study
43. The personal values among high school students are average.
44. There is no significant difference in personal values among high school students in terms of Gender.
45. There is no significant difference in personal values among high school students in terms of religion.
46. There is no significant difference in personal values among high school students in terms of community
47. There is no significant difference in personal values among high school students in terms of father’s education
48. There is no significant difference in personal values among high school students in terms of mother’s education
49. There is no significant difference in personal values among high school students in terms of father’s occupation
50. There is no significant difference in personal values among high school students in terms of mother’s occupation
51. There is no significant difference in personal values among high school students in terms of parental monthly income
52. There is no significant difference in personal values among high school students in terms of type of family

53. There is no significant difference in personal values among high school students in terms of locality.

54. There is no significant difference in personal values among high school students in terms of type of school

55. There is no significant difference in personal values among high school students in terms of kind of school

56. There is no significant difference in personal values among high school students in terms of medium of study

57. There exists a positive relationship among assertiveness, social adjustment, level of aspiration and personal values of high school students.

1.12. OPERATIONAL DEFINITIONS OF THE TERMS

Assertiveness- refers to the quality of being self-assured and confident without being aggressive.

Social adjustment – refers to social adjustment is the achievement of balance in social relationships usually aided by the appropriate application of social skills.

Level of Aspiration- refers to the degree or quality of performance that a person desires to attain or feels he or she can achieve.

Personal values – refers to an internal reference for what is good, beneficial, important, useful, beautiful, desirable and constructive values generate behaviors and influence the choices made by an individual.

High School Students – refers to 9th and 10th std. students of 10+2+3 system of education in India.
1.13. METHODOLOGY IN BRIEF

Sample

A stratified Random sample of 374 high school students was constituted with bio institutional sub variables gender, religion, community, father’s education, mother’s education, father’s occupation, mother’s occupation, parental monthly income, type of family, locality, type of school, kind of school and medium of study.

Tool

The investigator has used the following tools after validation specifically done for the study with sample set of students. They are:
1. Rathus’ Assertive Schedule by Rathus(1978)
2. Social Adjustment Inventory by Dr. Roma Pal(1985)
3. Modified version of Level of Aspiration Test by Dr.V.P.Bhargava(1975)
4. Personal Values Test by KM. Ranjana Gupta(1987)

Technique

The investigator has used normative survey as a technique of research for the present study.

Statistical Treatment

The investigator used the following statistical treatments for interpreting the collected data such as
1) Mean
2) Median
3) Mode
4) Standard Deviation
5) ‘t’ test
6) ANOVA
7) Pearson’s Product Moment Correlation
1.14. DELIMITATIONS OF THE STUDY

The present problems are studied keeping in mind with the following delimitations. The study has been conducted among the high school students studying in Madurai district. The study includes 374 samples with stratification as Govt., Govt. Aided and Matriculation schools only. There may be ‘n’ number of variables associated with the four variables namely assertiveness, social adjustment, level of aspiration and personal values among high school students. The study has included bio – institutional variables namely gender, religion, community, father’s education, mother’s education, father’s occupation, mother’s occupation, parental monthly income, type of family, locality, type of school, kind of school and medium of study only.

1.15. LIMITATIONS OF THE STUDY

The present study has following limitations. The study has been conducted among the high school students studying in Madurai district only. The study includes 374 samples with stratification as Govt., Govt. Aided and Matriculation schools only. The study has not taken other variables apart from variables namely assertiveness, social adjustment, level of aspiration and personal values involved in this study. The study has included the following bio – institutional variables namely gender, religion, community, father’s education, mother’s education, father’s occupation, mother’s occupation, parental monthly income, type of family, locality, type of school, kind of school and medium of study only.
1.16 SCOPE OF THE STUDY

The main focus of this study is on assertiveness, social adjustment, level of aspiration and personal values among high school students. The findings of this study will be highly useful for the policy makers, educational administrators, social thinkers, psychologists, headmasters, headmistress teachers and parents. It is scoped that this study will be very useful for the all the people concerned.