Chapter 3

METHODOLOGY

Research is systematic and refined technique of thinking, employing specialized tools, instruments; and procedures in order to obtain a more adequate solution of a problem than would be possible under ordinary means it starts with a problem, collects data or facts, analyses them critically and researches decisions based on the actual evidence.

--- Crawford, C.C.

3.1 Over View

In the first two chapters the introduction and conceptual background of the study and the review of the related literature were presented respectively. The present chapter is intended for the plan and procedure adopted to study the personality, adjustment and decision making of the adolescents.

The methodology was explained in detail in this chapter. Statement of the problem, operational definitions, objectives, hypotheses, method, sample and sampling procedure, tools used, administration procedure, delimitations, scoring and relevant statistical procedure of the present study were furnished in this chapter.

3.2 Statement of the Problem

Adolescence is a period of not only development but also adjustment. During this period the boys and girls get awareness of pressures on them and the necessary relationships. They even develop
decision making ability. They want to build personal relationships with someone with whom they can share their hopes and fears, joys and sorrows and their secrets. The following questions need empirical study with respect to secondary school pupils who are adolescents.

**Research Questions**

1. Which specific personality traits gain significance with developing adolescents?

2. How far the individual differences that exist among adolescents are related to specific personality factors?

3. How do the adolescents make adjustments in their day to day life?

4. To what extent do the adolescents adjust with the members of the family, members of the school and society?

5. Are they capable of making decisions?

6. Is there any association between their personality and adjustment?

7. Is there any association between their personality and decision making?

8. Does the adolescent’s personality have any association with their academic achievement?

9. Do gender, locality, medium of instruction, type of school, nature of home environment, order of birth and economic background make a difference in their personality, adjustment and decision making?

To answer the above questions and other similar questions the researcher has taken up this study.
3.3 Title of the Study

“Personality of adolescents in relation to their Adjustment and Decision Making”

3.4 Operational Definitions of the Key Terms

The operational definitions of the key terms used in the present study are:

- **Personality**: Personality is the particular combination of cognitive, emotional, attitudinal, and behavioral response patterns of an individual reflecting in the following dimensions - Competition, enthusiasm, innovation, leadership, maturity, mental health, morality, self control, sensitivity, self sufficiency, and social warmth.

- **Adolescent**: For the purpose of this study a student, boy or girl studying class IX in any recognized or private school is considered an adolescent.

- **Adjustment**: The harmonious relationship between the individual and his or her human environment is taken as ‘adjustment’.

- **Decision Making**: The process of selecting ones course of action from among the alternatives available is taken as decision making ability of adolescents.

3.5 Variables of the Study

A variable as the name implies, is something that varies. Variable means those attributes of objects, events, things and beings, which can be measurable. In other words, variables are characters or candidates that can be manipulated, controlled or observed by the experimenter or investigator. Variables are necessary requisites for worthwhile research for
the purpose of comparison. For the present study, the following variables are considered.

**Independent Variable**: Personality characteristics

**Dependent Variables**: Adjustment, Decision making

**Other Influencing Variables**:
- a) Gender
- b) Locality
- c) Medium of Instruction
- d) Type of School
- e) Nature of Home Environment
- f) Order of Birth
- g) Economic Background
- h) Academic Achievement

### 3.6 Objectives of the Study

The following objectives are framed for the present study by the researcher.

1. To find out the level of personality of adolescents and classify it.

2. To find out the personality of adolescents in different dimensions.
   - a) Competition
   - b) Enthusiasm
   - c) Innovation
   - d) Leadership
   - e) Maturity
   - f) Mental Health
   - g) Morality
   - h) Self – Control
   - i) Sensitivity
   - j) Self- sufficiency
   - k) Social Warmth

3. To find out the influence of the following variables on the personality of adolescents.
   - a) Gender
   - b) Locality
   - c) Medium of Instruction
   - d) Type of School
   - e) Nature of Home Environment
   - f) Order of Birth
   - g) Economic Background

4. To find out the level of adjustment of the adolescents and classify it.
5. To find out the influence of the following variables on the adjustment of the adolescents.
   a) Gender                                b) Locality
   c) Medium of Instruction                d) Type of School
   e) Nature of Home Environment          f) Order of Birth
   g) Economic Background

6. To find out the level of the decision making of adolescents and classify it.

7. To find out the influence of the following variables on the decision making of adolescents.
   a) Gender                                b) Locality
   c) Medium of Instruction                d) Type of School
   e) Nature of Home Environment          f) Order of Birth
   g) Economic Background

8. To find out the association between personality and adjustment of adolescents.

9. To find out the association between personality and decision making of adolescents.

10. To find out the association between adjustment and decision making of adolescents.

11. To find out the association between personality and academic achievement of adolescents.

12. To find out the association between adjustment and academic achievement of adolescents.

13. To find out the association between decision making and academic achievement of adolescents.
3.7 Hypotheses

Hypothesis 1

There would be no significant influence of the following variables on the personality of adolescents.

a) Gender would not influence significantly the personality of adolescents.
b) Locality would not influence significantly the personality of adolescents.
c) Medium of instruction would not influence significantly the personality of adolescents.
d) Type of school would not influence significantly the personality of adolescents.
e) Nature of home environment would not influence significantly the personality of adolescents.
f) Order of birth would not influence significantly the personality of adolescents.
g) Economic background would not influence significantly the personality of adolescents.

Hypothesis 2

There would be no significant influence of the following variables on the adjustment of adolescents.

a) Gender would not influence significantly the adjustment of adolescents.
b) Locality would not influence significantly the adjustment of adolescents.
c) Medium of instruction would not influence significantly the adjustment of adolescents.
d) Type of school would not influence significantly the adjustment of adolescents.
e) Nature of home environment would not influence significantly the adjustment of adolescents.
f) Order of birth would not influence significantly the adjustment of adolescents.
g) Economic background would not influence significantly the adjustment of adolescents.

**Hypothesis 3**

There would be no significant influence of the following variables on the decision making of adolescents.

a) Gender would not influence significantly the decision making of adolescents.
b) Locality would not influence significantly the decision making of adolescents.
c) Medium of instruction would not influence significantly the decision making of adolescents.
d) Type of school would not influence significantly the decision making of adolescents.
e) Nature of home environment would not influence significantly the decision making of adolescents.
f) Order of birth would not influence significantly the decision making of adolescents.
g) Economic background would not influence significantly the decision making of adolescents.

**Hypothesis 4**

There would be no significant association between the personality and adjustment of adolescents.

**Hypothesis 5**

There would be no significant association between personality and decision making of adolescents.

**Hypothesis 6**

There would be no significant association between adjustment and decision making of adolescents.

**Hypothesis 7**

There would be no significant association between personality and academic achievement of adolescents.

**Hypothesis 8**

There would be no significant association between adjustment and academic achievement of adolescents.

**Hypothesis 9**

There would be no significant association between decision making and academic achievement of adolescents.

**3.8 Rationale for the Selection of Variables**

- **Gender**: As the Indian culture has certain role specifications in terms of gender and the attitudes and behaviors of individuals are highly
gender biased, gender is considered as an important variable for this study.

- **Locality**: Rural culture differs from urban culture which forms the environment against which rural children and urban children inevitably shape their personality. Hence it is a variable for verification for the present study.

- **Medium of Instruction**: As medium of instruction and learning is found to be a significant variable in a large number of research findings, whether medium facilitates or interferes with the development of personality traits would be verified.

- **Type of School**: As the private schools are being closely supervised by the management compared to the government schools, either instruction or follow up would be regular and systematic. This may affect the student in their developmental courses. Hence the type of school is taken as a variable.

- **Nature of Home Environment**: The encouragement or discouragement, understanding or negligence, imposition, scope for expression of one’s interests and wishes at home influence the development of child’s personality. Hence the nature of home environment is taken as a variable for study.

- **Order of Birth**: Many researchers proved differences in the personality in terms of number of children in the family. Hence the position or order of birth was considered an influencing factor in the present study.
- Economic Background : Personality of anybody is the product of heredity and environment. Economic background is the major part of environment that has influential effect on the development of personality. Hence the high income, middle income, and low income backgrounds were considered to find out their differential effect on the personality of adolescents.

- Academic Achievement : As the students studying in the education institutions are going to be studied in their personality, adjustment and decision making aspects, the investigator finds it relevant to verify whether it has any influence on their academic performance which is given a major weightage in the period of schooling.

3.9 Geographical Area of the Study

Out of the 23 districts in the state of Andhra Pradesh, Krishna and Guntur Districts are randomly selected for this study.

3.10 Population for the Study

The population for the study consisted of adolescents studying 9th class in high schools of Krishna and Guntur districts.

3.11 Sample Distribution

A sample is a small proportion of a population selected for observation and analysis. By observing the characteristics of the sample, we can make inferences on the characteristics of the population. For the present study, the investigator has randomly selected a sample of 1000 adolescents from rural and urban schools of Krishna and Guntur districts.
Sampling is a process of selecting a sample from population. For this purpose, the population is divided into a number of parts called sampling units. The investigator has used stratified random sampling technique. The distribution of the sample under different categories is given below.

### 3.11.1 Gender

The total sample of 1000 adolescents includes 500 male adolescents and 500 female adolescents.

#### Table 1

<table>
<thead>
<tr>
<th>Gender</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>500</td>
<td>50%</td>
</tr>
<tr>
<td>Female</td>
<td>500</td>
<td>50%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 1 it is observed that in the total sample of 1000 adolescents, 500 (50%) are male adolescents and 500 (50%) are female adolescents.
3.11.2 Locality

In Krishna district there are 50 mandals, out of which 10 urban and 11 rural mandals are identified and from them 24 schools have been randomly selected to form the sample.

In Guntur district there are 57 mandals, out of which 11 urban mandals and 11 rural mandals are identified and from them 25 schools have been randomly selected to form the sample.

Urban Mandals in Krishna District

1. Vijayawada (urban)  
2. Nuzvid  
3. Machilipatnam  
4. Pedana  
5. Gudivada  
6. Jaggayya peta  
7. Challapalli  
8. Avanigadda  
9. Tiruvuru  
10. Vuyyuru

Table 2
Different Types of Schools Under Urban Mandals in Krishna District

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Mandal</th>
<th>Govt.</th>
<th>Municipal</th>
<th>ZPHS</th>
<th>Pvt. Aided</th>
<th>Pvt. Unaided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vijayawada (urban)</td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Nuzvid</td>
<td>1</td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Machilipatnam</td>
<td></td>
<td>1</td>
<td></td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Pedana</td>
<td>1</td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>Gudivada</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Jaggayya peta</td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Challapalli</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Avanigadda</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Tiruvuru</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Vuyyuru</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1</strong></td>
<td><strong>3</strong></td>
<td><strong>2</strong></td>
<td><strong>6</strong></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>
Rural Mandals in Krishna District


Table 3
Different Types of Schools Under Rural Mandals in Krishna District

<table>
<thead>
<tr>
<th>S.No.</th>
<th>Mandal</th>
<th>Govt.</th>
<th>Municipal</th>
<th>ZPHS</th>
<th>Pvt. Aided</th>
<th>Pvt. Unaided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Vijayawada (rural)</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Nagayalanka</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>A.Konduru</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Kaikalur</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Kalidindi</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Agiripalli</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Chatrai</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Gudlavalleru</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Ghantasala</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Penamaluru</td>
<td>1</td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Bantumilli</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>8</strong></td>
<td></td>
<td><strong>3</strong></td>
<td></td>
<td><strong>12</strong></td>
<td></td>
</tr>
</tbody>
</table>
# Urban Mandals in Guntur District

1. Guntur  
2. Chilakaluripeta  
3. Mangalagiri  
4. Narsarao pet  
5. Sattenapalli  
6. Repalli  
7. Tenali  
8. Bapatla  
9. Macharla  
10. Ponnur  
11. Gurazala

## Table 4

### Different Types of Schools under Urban Mandals in Guntur District

<table>
<thead>
<tr>
<th>S. No</th>
<th>Mandal</th>
<th>Govt.</th>
<th>Municipal</th>
<th>ZPHS</th>
<th>Pvt. Aided</th>
<th>Pvt. Unaided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Guntur</td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>Chilakaluripeta</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Mangalagiri</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>4</td>
<td>Narsaraoopet</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Sattenapalli</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>6</td>
<td>Repalli</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Tenali</td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Bapatla</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Macharla</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>Ponnur</td>
<td></td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Gurazala</td>
<td></td>
<td></td>
<td>1</td>
<td>1</td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1</strong></td>
<td><strong>2</strong></td>
<td><strong>0</strong></td>
<td><strong>3</strong></td>
<td><strong>7</strong></td>
<td></td>
<td><strong>13</strong></td>
</tr>
</tbody>
</table>
Rural Mandals in Guntur District


Table 5
Different Types of Schools under Rural Mandals in Guntur District

<table>
<thead>
<tr>
<th>S. No.</th>
<th>Mandal</th>
<th>Govt.</th>
<th>Municipal</th>
<th>ZPHS</th>
<th>Pvt. Aided</th>
<th>Pvt. Unaided</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Bhattiprolu</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>2</td>
<td>Prathipadu</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>3</td>
<td>Rentachintala</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>4</td>
<td>Dachepalli</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>5</td>
<td>Achampeta</td>
<td>1</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>6</td>
<td>Vinukonda</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>7</td>
<td>Durgi</td>
<td></td>
<td></td>
<td>1</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>Kollur</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>9</td>
<td>Amaravathi</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>T. Sunduru</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>11</td>
<td>Piduguralla</td>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>8</strong></td>
<td><strong>1</strong></td>
<td><strong>3</strong></td>
<td><strong>12</strong></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Table 6  
Locality wise - Distribution of the Sample

<table>
<thead>
<tr>
<th>Locality</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Urban</td>
<td>520</td>
<td>52%</td>
</tr>
<tr>
<td>Rural</td>
<td>480</td>
<td>48%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 6 it is observed that in the total sample of 1000 adolescents, 520 (52%) are urban and 480 (48%) are rural adolescents.

3.11.3 Medium of Instruction

Medium of instruction in the secondary school plays a major role in the personality development of children. However, as there could probably exist a difference in the progress shown by Telugu and English medium students, their role in adjustment and decision making also needs verification. So medium of instruction in the secondary schools is taken into consideration.
Table 7
Medium of Instruction wise - Distribution of the Sample

<table>
<thead>
<tr>
<th>Medium</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Telugu</td>
<td>640</td>
<td>64%</td>
</tr>
<tr>
<td>English</td>
<td>360</td>
<td>36%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 7 it is observed that in the total sample 1000 adolescents, 640 (64%) are Telugu medium and 360(36%) are English medium adolescents.

3.11.4 Type of School

The management style of educational institutions and the opportunities available for the students to grow, differ from management to management. However, generally the schools in A P come under two types of managements namely government and private.

Government managed schools cover government schools, Zillah parishath schools, and Municipal corporation schools.
Private management schools cover aided and unaided recognized schools.

Hence for the present study the schools run by government and private managements were considered.

### Table 8

**Type of School wise - Distribution of the Sample**

<table>
<thead>
<tr>
<th>Type of School</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Government</td>
<td>480</td>
<td>48%</td>
</tr>
<tr>
<td>Private</td>
<td>520</td>
<td>52%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 8 it is observed that in the total sample of 1000 adolescents, 480 (48%) are studying in government schools and 520 (52%) are studying in private schools.

#### 3.11.5 Nature of Home Environment

Home environment, child rearing practices, incentives and encouragement available for children at home go a long way in molding
the child in different dimensions. Hence home environment is considered as a variable for the study.

Table 9
Nature of Home Environment wise - Distribution of the Sample

<table>
<thead>
<tr>
<th>Home Environment</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Encouraging</td>
<td>878</td>
<td>87.8%</td>
</tr>
<tr>
<td>Neutral</td>
<td>122</td>
<td>12.2%</td>
</tr>
<tr>
<td>Discouraging</td>
<td>----</td>
<td>-----</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 9 it is observed that in the total sample of 1000 adolescents, 878 (87.8%) constitute encouraging parents and 122 (12.2%) constitute parents who are neutral.

3.11.6 Order of birth

Order of birth plays a significant role in the growth and development of children. While the first born particularly in nuclear families get less opportunities in the form of role models for development, the second order or the third order are more privileged in this aspect. Hence order of birth is included.
Table 10
Order of Birth wise - Distribution of the Sample

<table>
<thead>
<tr>
<th>Order of birth</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>First born</td>
<td>427</td>
<td>42.7%</td>
</tr>
<tr>
<td>Second born</td>
<td>377</td>
<td>37.7%</td>
</tr>
<tr>
<td>Third born and above</td>
<td>196</td>
<td>19.6%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 11 it is observed that in the total sample of 1000 adolescents, 427 (42.7%) are first born, 377 (37.7%) are second born and 196 (19.6%) are third born and above.

3.11.7 Economic Background

Economic background of the adolescents influences their personality development. Annual income is grouped under three categories: if the annual income of the family is below 1 lakh it is considered poor and if the annual income of the family is between 1 lakh to 2.5 lakhs it is considered middle income group. All others above 2.5 lakhs are considered rich.
Table 11
Economic Background wise - Distribution of the Sample

<table>
<thead>
<tr>
<th>Category</th>
<th>Annual income of the family</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor</td>
<td>below 1 lakh</td>
<td>705</td>
<td>70.5%</td>
</tr>
<tr>
<td>Middle</td>
<td>1 lakh to 2.5 lakhs</td>
<td>220</td>
<td>22.0%</td>
</tr>
<tr>
<td>Rich</td>
<td>2.5 lakh to 4 lakhs</td>
<td>75</td>
<td>7.5%</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 11 it is observed that in the total sample of 1000 adolescents, 705 (70.5%) are poor, 220 (22.0%) are middle class and 75(7.5%) are rich adolescents.

3.11.8 Academic Achievement

Academic achievement is a powerful determinant of the behavior of school children. The success and failure in academic endeavors influence the development of personality of individuals. Hence academic achievement is considered a variable for the study.
Table 12

Academic Achievement wise - Distribution of the Sample

<table>
<thead>
<tr>
<th>Classification</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below -1σ (low)</td>
<td>132</td>
<td>13.2%</td>
</tr>
<tr>
<td>-1σ to +1σ (moderate)</td>
<td>699</td>
<td>69.9%</td>
</tr>
<tr>
<td>Above +1σ (high)</td>
<td>169</td>
<td>16.9%</td>
</tr>
<tr>
<td>Total</td>
<td>1000</td>
<td>100%</td>
</tr>
</tbody>
</table>

From the table 12 it is observed that in the total sample of 1000 adolescents, 132 (13.2%) are low achievers, 699(69.9%) are moderate achievers and 169(16.9%) are high achievers.

Graph 1

Graphical Representation of Levels of Academic Achievement of Adolescents

3.12 Methodology

The method adopted for the present study is survey. This method suggests gathering of evidence relating to current condition and status.

Survey research is one of the most important areas of measurement in applied Social Science research. The broad area of survey research encompasses any measurement procedures that involve questioning in the
respondents. It is possible to cover a large area of investigation through this method.

Surveys are useful in describing the characteristics of a large population. They can be administered from remote locations using mail, email or telephone. Large samples are feasible making the results statistically significant. Hence survey method is adopted for the present study.

3.13 Tools used in the study

The investigator used three standardized questionnaires as they are found more suitable and helpful to survey a large sample of adolescents in the present study.

3.13.1 Tool -1 Personality

Multi – dimensional Assessment of personality service form – T (for teenagers) by psy - com services New Delhi was used.

Description of Tool

Multi dimensional personality assessment was done on a three point scale. In this tool there are twenty dimensions. The researcher has taken eleven dimensions which are relevant for the study. Each dimension consists of seven items. Hence the total items in the questionnaire are 77.

Validity and Reliability

Multi-Dimensional Assessment of Personality Series (MAPS) has been validated by adopting factorial validity technique to establish the independence of dimension by the test developer. The validity coefficients are given here under.
Table 13
Validity of Personality dimensions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Validity Coefficient</th>
<th>Dimension</th>
<th>Validity Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition (Co)</td>
<td>0.85</td>
<td>Mental Health (Mh)</td>
<td>0.79</td>
</tr>
<tr>
<td>Creativity (Cr)</td>
<td>0.82</td>
<td>Morality (Mo)</td>
<td>0.82</td>
</tr>
<tr>
<td>Enthusiasm (En)</td>
<td>0.78</td>
<td>Self – control (Sc)</td>
<td>0.81</td>
</tr>
<tr>
<td>Innovation (In)</td>
<td>0.82</td>
<td>Sensitivity (Se)</td>
<td>0.80</td>
</tr>
<tr>
<td>Leadership (Ld)</td>
<td>0.79</td>
<td>Social Warmth (Sw)</td>
<td>0.83</td>
</tr>
<tr>
<td>Maturity (Ma)</td>
<td>0.81</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Reliability of the tool MAPS as established by the test developer following the split –Half reliability trial is given here under.

Table 14
Reliability of Personality Dimensions

<table>
<thead>
<tr>
<th>Dimension</th>
<th>Reliability Coefficient</th>
<th>Dimension</th>
<th>Reliability Coefficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Competition (Co)</td>
<td>0.72</td>
<td>Mental Health(Mh)</td>
<td>0.74</td>
</tr>
<tr>
<td>Creativity (Cr)</td>
<td>0.64</td>
<td>Morality (Mo)</td>
<td>0.72</td>
</tr>
<tr>
<td>Enthusiasm (En)</td>
<td>0.72</td>
<td>Self – control (Sc)</td>
<td>0.68</td>
</tr>
<tr>
<td>Innovation (In)</td>
<td>0.73</td>
<td>Sensitivity (Se)</td>
<td>0.76</td>
</tr>
<tr>
<td>Leadership (Ld)</td>
<td>0.72</td>
<td>Social Warmth (Sw)</td>
<td>0.73</td>
</tr>
<tr>
<td>Maturity (Ma)</td>
<td>0.71</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3.13.2 Tool 2- Adjustment

The investigator adopted the Indian Adaptation of Bells Adjustment Inventory standardized by Dr. Lalitha Sarma.

Description of tool

There are 80 items in the original tool. However the investigator utilized an edited version of the tool using 34 items. It is a two point scale.
The respondents have to choose one of the two alternatives provided: yes/no. There are positive and negative statements in this questionnaire. 7 items are positively stated. 27 items are negatively stated out of 34 items. The responses are scored as per the norms.

**Validity and Reliability**

The validity coefficient as given by the test constructor Dr. Lalitha Sarma is 0.77.

Similarly the reliability coefficient established by split half method using Spearman-Brown formula is 0.89.

**3.13.3 Tool 3 - Decision making scale**

The decision making tool constructed by Dr. C.G. Venkatesh Murthy of Regional Institute of Education, Mysore was used.

**Description of the Tool**

This is a three point scale. The tool consists of 25 statements. Out of them 14 statements are positively stated and 11 statements are negatively stated. Each statement had three options (A- Always, B- Sometimes, C-never). The responses were scored as per the norms.

**Validity and Reliability**

As the investigator adopted decision making self assessment tool developed and used by Dr. C. G. Venkatesh Murthy, attempt has been made to validate the tool once again. However the investigator independently re-established the reliability and validity of the tool. The procedure is given here under.
The investigator adopted the test and retest method for finding the reliability of the test scores by using Spearman – Brown prophecy formula for estimating reliability.

The adopted tool was administered to 100 adolescents of 5 schools on 27-03-2010. After fifteen days, the same tool was administered to the same set of students. Then both the responses were scored. The coefficient of correlation between the two sets of scores was calculated. The reliability coefficient was found to be 0.73. Thus the reliability of the tool was established by test – retest method.

3.14 Administration of the tool and Data Collection

The data was collected from the random sample of 1000 adolescents from 24 schools of Krishna and 25 schools of Guntur districts. The schools had been identified using the mandal wise school list available with the district administration. From the schools the sample population was picked up from the class attendance registers following random sampling procedures, giving due weightage to the identified variables.

The investigator visited the schools in advance and obtained prior permission from the heads of the institutions. On the day of the tool administration the respondents were gathered in a well ventilated and furnished room, they were seated comfortably and briefly explained the purpose of the study. The investigator sought the whole hearted cooperation of the respondents. They were explained the procedure of recording the responses to the items given in the tool.

They were given the tools, writing pads and writing material. They were asked to write the preliminary information carefully. They were asked
to record their response to each and every item of the tool without any inhibition. They were given ample time to record their responses. They were assured of strict confidentiality.

3.15 Delimitations

1. The study was limited to adolescents studying IX class only during the school year 2009-2010.
2. The study was limited to Krishna and Guntur districts of Andhra Pradesh only.
3. The study was confined to 11 of the 20 dimensions of the personality of teenagers’ tool.
4. Only 3 levels of income range was considered as pupils had to identify their economic class as poor, middle class and rich classes leaving lower middle, upper middle and the very rich.
5. For academic achievement of the adolescents, half-yearly marks were taken.

3.16 Statistical Treatment of Data

Analysis of data was done objective wise. To deal with the first objective mean, S.D, $k_U$ and $S_k$ were calculated. Mean and S.D were calculated to deal with the second objective. Mean, S.D., ‘t’ value and ANOVA were calculated to deal with the third objective. Mean, S.D, $k_U$ and $S_k$ were calculated to deal with the fourth objective. Mean, S.D, ‘t’ value and ANOVA were calculated to deal with the fifth objective. Mean, S.D, $k_U$ and $S_k$ were calculated to deal with the sixth objective. Mean, S.D, ‘t’ value and ANOVA were calculated to deal with the seventh objective. Chi-square value was calculated to deal with eighth, ninth, tenth, eleventh, twelfth and thirteenth objectives.