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A STUDY ON GLOBAL WARMING AWARENESS AMONG STUDENT TEACHERS

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Abstract

The objective of the study was to find out the level of global warming awareness among student teachers. Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population of the present study was comprised of student teachers who are studying in colleges of Education of Virudhunagr District. A sample size of 300 student teachers from randomly selected 10 colleges of education from Virudhunagr District was selected using simple random sampling method. The global warming awareness Scale (2020) was developed and standardized by the investigators was used for getting the level of global warming of the sample. In this study, various statistical measures such as Mean, Standard Deviation, t-test and were used. The investigator found that the level of awareness of global warming among student teachers is average.

Introduction

Human activities are changing the composition as well as behaviour of the atmosphere at an unprecedented rate. The pollutants from a wide range of human activities are increasing the global atmospheric concentration of certain heat trapping gases, which act like a blanket trapping heat close to surface that would otherwise escape through atmosphere to outer space. So the gases such as CO₂, N₂O, CH₄, O₃ present in atmosphere are also capable of absorbing long wave radiation and radiate energy back to earth. When these gases and CFC's increase in the atmosphere as result of air pollution or human activities, more energy is radiated back and consequently temperature of earth increases. This is known as global warming.

Significance of the Study

Global warming is a global warning. It is an Environmental challenge. Rampant deforestation along with population growth, inappropriate technology, intensive agriculture, polluting industry and unplanned urbanization have led to the emission of green house gases like CO₂, NO₂, CH₄, and CFC which in turn raise the temperature of earth at an alarming rate contribute to global warming, there by endangering the whole universe. There is a crying need to prevent global warming because if the nature has power to give life, it has also power to cease life on earth. It is a right time to prevent the world from global warming. It can be done through the education. The effects of global warming are very dangerous for our existence and survival. The sun's scorching heat comes to earth in a direct way. therefore, the earth's surface becomes seriously heated. Agriculture, forestry and fishery are seriously big

damaged. This can catastrophically reduce mankind's ability to grow foods, destroy wildlife. Global warming also causes sea –water to swell up. awareness of global warming can be increased by educating students and decision makers. Global warming is not just an environmental concern. It affects the future of all countries, particularly through water-related issues. Teacher's education plays a major role in the development of student's attitudes. The need for the awareness of global warming among B.Ed students is most essential to promote knowledge among children and thereby protect the earth from unnatural hazards and keep clean environment so as to service .As we know, that "Today's child is the future citizen of tomorrow", as quoted by Pundit Jawaharlal Nehru. So the students must be aware of the global warming. There is much more need of the study in the present generation which lacks awareness about the global warming. In this context the investigator intends to study on global warming awareness among student teachers.

Objectives of the Study

1. To find out the level of global warming awareness among student teachers
2. To find out the level of global warming awareness among student teachers with respect to gender.
3. To find out whether there is any significant difference in global warming awareness among student teachers with respect to gender.

Methodology

Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population for the present study comprises all the student teachers who are studying in the colleges of education located in Virudhunagar district. In the present study, the investigator used simple random sampling technique for selecting the sample. The investigator has randomly selected seven colleges of education from Virudhunagar district affiliated to Tamilnadu Teacher's Education University. From these colleges of education, 300 student teachers were selected. Awareness of global warming scale (2019) was prepared and validated by the investigators was used for getting the level of awareness of global warming of the sample. In this study, various statistical measures such as percentage Mean, Standard Deviation and t-test were used.

Analysis of the Study

1. To find out the level of global warming awareness among student teachers.

Table 1 Level of Global Warming Awareness Among Student Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
68	22.7	200	66.7	32	10.7

It is inferred from the above table that, 22.7% of have low, 66. 7% of them have moderate and 10. 7% of them have level of global warming awareness among student teachers.

2. To find out the level of global warming awareness among student teachers with respect to gender.

Table 2 Level of Global Warming Awareness Among Student Teachers with Respect to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	24	63.2	12	31.6	2	5.3
Female	44	16.8	188	71.8	30	11.5

It is inferred from the above table that, 63.2% of the male student teachers have low, 31.6% of them have average and 5.3% of them have high level of global warming awareness . 16.8% of the female teachers have low, 71.8% of them have average and 11.5% of them have high level of high level of global warming awareness.

3. There is no significant difference in global warming awareness among student teachers with respect to gender.

Table 3 Difference in Global Warming Awareness Among Student Teachers with Respect to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	38	93.7105	9.80046	5.490	S
Female	262	1.01942	8.45132		

It is inferred from the above table that calculated 't' value (5.490) is greater than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in global warming awareness among student teachers with respect to gender.

Findings

1. 22.7% of have low, 66. 7% of them have moderate and 10. 7% of them have level of global warming awareness among student teachers.
2. 63.2% of the male student teachers have low, 31.6% of them have average and 5.3% of them have high level of global warming awareness. 16.8% of the female teachers have low, 71.8% of them have average and 11.5% of them have high level of high level of global warming awareness.
3. There is significant difference in global warming awareness among student teachers with respect to gender

Interpretations

There is significant difference between male and female student teachers in their awareness of global warming. The male student teachers are better than female student teachers in their awareness of global warming. It may be due to the fact that male student teachers are better exposed to environmental degradation through social media comparing to female student teachers.

Recommendation of the Study

The investigator makes the following suggestions in order to disseminate information and knowledge of global warming among student teachers.

1. The colleges may conduct seminars, group discussions, debates and essay competitions on global warming.
2. Eco club and Nature club should be established in colleges.
3. Various magazines and news papers which may carry interesting and useful articles, stories, poems, advertisement and cartoons related to global warming should be made available to the students.
4. Student teachers should be encouraged to take part in activities which help in the prevention of global warming.
5. The study of environmental education and its practical aspects should be part of the syllabus.
6. Co-Curricular and extracurricular activities should be encouraged to promote awareness of global warming.
7. Topics like global warming, ozone depletion natural hazards and environmental pollution should be included in arts group subjects.
8. The mass media available may be properly utilized to create awareness towards global warming.
9. Teacher educators should provide opportunities for their student teachers to become aware of using natural resources and natural gases.

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A STUDY ON ACHIEVEMENT MOTIVATION OF IX STANDARD STUDENTS

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Abstract

The purpose of this study was found out the level of achievement motivation of IX standard students. Totally 300 students consider as sample for this investigation. Achievement motivation test developed and validated by T.R.Sharma (2014). The test consists of 38 statements. Each statement has two options. The result indicated that the level of school achievement motivation of IX standard students is average. Also, the researcher found that there is a significant difference among boys, girls and co-education IX standard students in their achievement motivation.

Introduction

Motivation is energy that directs actions and has great relevance to important developmental outcomes. 'Achievement motivation' is one of the motives from Murray's list of motives and it is further intensively studied by McClelland. McClelland (1961) defines achievement motivation as "Success in competition with some standard of excellence." Achievement means something accomplished, especially by superior ability, special effort, great courage, etc. It is the act of accomplishing or finishing. It is something accomplished, especially using exertion, skill, practice, etc. Achievement motivation is the need or an urge of an individual to achieving success in the areas in which he is interested. The motive to avoid failure also plays a vital role in achievement related situations - these situations both achievement motive as well as the motive to avoid defeat in them. Achievement motivation is the expectancy of finding satisfaction in the mastery of difficult and challenging performances, whereas in the field of education, it stands for the pursuit of excellence. Thus achievement motive comes into the picture when an individual knows that this performance will be evaluated. The consequence of his actions will be either a success or failure, and that good performance will produce a feeling of pride in accomplishment. Thus achievement motive may be considered as a disposition to approach success or a capacity for taking pride in accomplishment when success at one or another activity was achieved.

Need and Justification of the Study

Education plays a very vital role in building a society. But the effectiveness of any educational system is gauged to the extent the pupils involved in the system achieve. There are a host of factors that affects the academic achievement of a child-like personality variables, curricular variables, school and teacher variables, home environment variables, societal variables, and so on. Studies reveal that many intelligent persons are underachievers

while others of average intelligence achieve much higher than what is expected from them. Also, at the secondary school level, the students reach the adolescence stage, which is considered a period of storm and stress and developmental changes, which makes their interest and attention divided among many things like peer groups, engaging in entertaining activities like movies, social networking, outings or other everyday activities in the school and community. They may also find the academic activities in the schools not engaging and interesting. But very few studies could be found where the researchers have studied the influence of the variables such as achievement motivation. Taking due to consideration of these facts, there aroused a need to conduct a study on the achievement motivation of IX standard students.

Operational Definition of the Key Terms Used

a) Achievement Motivation

Achievement Motivation is the driving force behind student's motivation to learn. It is the need and desire to excel in academic work and one's determination to succeed in academic studies.

b) IX Standard Students

It is the two-year high school education of Tamilnadu, which starts with standard IX and ends in standard X.

Objectives of the Study

- To find out the level of achievement motivation of IX standard students with respect to the nature of the school.
- To find out the level of achievement motivation of IX standard students with respect to the type of family.

Hypotheses of the Study

- There is no significant difference in achievement motivation of IX standard students with respect to the nature of the school.
- There is no significant difference in achievement motivation of IX standard students with respect to the type of family.

Methodology

q Normative survey method is adopted in this study. The sample for the present study consists of 300 IX standard students from 10 schools in Srivilliputtur Taluk by random sampling method. The investigator has used a standardized tool developed by Dr. T.R.Sharma (2014). The Test consists of 38 statements. Each statement has two options.

Descriptive Analysis

Objective –1: To find out the level of achievement motivation of IX standard students with respect to nature of school.

Table 1 Level of Achievement Motivation of IX Standard Students with Respect to Nature of School

Variable	Nature of school	Low		Average		High	
		Count	%	Count	%	Count	%
Achievement Motivation	Boys	4	10	15	37.5	21	52.5
	Girls	14	15.6	58	64.4	18	20
	Co-education	30	17.6	120	70.6	20	11.8

It is observed from the above table that among the IX standard boys school students, 10% of them have a low level, 37.5% of them have an average level, and 52.5% of them have a high level of achievement motivation. Among the IX standard girls school students 15.6% of them have low level, 64.4% of them have average level and 20% of them have a high level of achievement motivation. Among the IX standard co-education students 17.6% of them have a low level, 70.6% of them have an average level and 11.8% of them have high level of achievement motivation.

Objective –2: To find out the level of achievement motivation of IX standard students with respect to type of family.

Table 2 Level of Achievement Motivation of IX Standard Students with Respect to Type of Family

Variable	Type of family	Low		Average		High	
		Count	%	Count	%	Count	%
Achievement Motivation	Nuclear	36	31.6	71	57.9	27	10.5
	Joint	35	14.9	115	63.7	16	21.4

It is observed from table 1.2, among the nuclear family IX standard students, 31.6% of them have a low level, 57.9% of them have an average level and 10.5% of them have a high level of achievement motivation. Among the joint family IX standard students 14.9% of them have a low level, 63.7% of them have an average level and 21.4% of them have a high level of achievement motivation.

Hypothesis: 1

There is no significant difference in the achievement motivation of IX standard students with respect to the nature of the school.

Table 3 Significant Difference in Achievement Motivation of IX Standard Students with Respect to Nature of School

Variable	Source of Variation	Df	Sum of square	Means square	Calculated 'F'-Value	Remarks at 5% level
Achievement Motivation	Between Groups	2	7616.784	3308.392	13.83	S
	Within Groups	297	7083.466	272.160		

(At 5% level the significant table value F is 3.03) S- Significant

It is inferred from table 1.3 the calculated 'F' value of 13.83 is greater than the table value 3.03 at 5% level of significance with degrees of freedom 2. Hence the null hypothesis is rejected. Thus the result shows a significant difference among boys, girls and co-education IX standard students in their achievement motivation.

Hypothesis: 2

There is no significant difference in achievement motivation of IX standard students with respect to the type of family.

Table 4 Significant Difference in Achievement Motivation of IX Standard Students with Respect to the Type of Family

Variable	Type of Family	N	Mean	SD	Calculated 't'-Value	Remarks at 5%level
Achievement Motivation	Nuclear	134	98.5636	17.12060	1.99	S
	Joint	166	99.0312	18.06160		

(At 5% level, the significant table value t is 1.97) S- Significant

It is inferred from table 1.4 the calculated t value 1.99 is greater than the table value 1.97 at 5% level of significance. Hence that null hypothesis is rejected. Thus the result shows a significant difference between nuclear and joint family IX standard students in their achievement motivation.

Findings of the Study

- The level of achievement motivation of IX standard students with respect to the nature of school and type of family is average.
- There is a significant difference among boys, girls and co-education IX standard students in their achievement motivation.
- There is a significant difference between nuclear and joint family IX standard students in their achievement motivation.

Conclusion

After analyzing and interpreting the data, it may be inferred that the majority of students fall on an average level of achievement motivation. It is recommended that parents and teachers should adopt parenting and teaching styles, guided to encourage and appreciate their child that will enhance motivated and to help them perform well in school and the student should be given proper training for time management. Hence, they can utilize the time in a proper manner leading to be better self-regulatory practices and less stress. The findings have implications for the teachers that they should try as much as they could to motivate their students during instructions. The parents, and government, should engage in programs that can motivate the students to improve their academic performance.

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A STUDY ON MENTAL HEALTH AND THE USAGE OF SANITIZER & MASK DURING COVID

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Introduction

Coronavirus viruses are known to cause mutations that cause toxic diseases in mammals and birds. In humans, they are usually spread by airborne droplets of fluid produced by infected individuals. Scientists have been identified about the human being coronavirus since the 1960s. But in the last half-century, it has rarely gained widespread recognition. All Coronaviruses are zoonotic. After mutation, remodelling, and adaptation, they begin in animals and can pass on to humans. The International Committee for the classified viruses has approved the naming of more than 40 coronaviruses. Most of these infected animals.

A novel coronavirus (nCoV) is a new strain not previously known in humans. Once scientists agree on what a coronavirus is, they give it a name (as in the case of COVID-19, the basis of the virus is SARS-CoV-2).

Coronaviruses get their name from what they see under a microscope. The virus is centred on an envelope surrounded by protein spikes. It gives the appearance of a crown. The word corona means "crown" in Latin.

Alcohol-based sanitisers have been highly suggested for use in opposition to viruses like SARS-CoV-2. Consistent support shows that disinfectants with isopropyl alcohol content between 60 and 70 percent are amazingly effective at breaking down the virus's oily outer layer and neutralized it. As a consequence, many people have started using hand sanitisers and sanitizing wipes that supplies lacked remain a problem in this country and others.

Masks are an important solution to suppress transmission and save lives. Use a comprehensive mask to do all this! As part of the exercise, avoid crowding, closed and close contact systems, good ventilation, hand washing, sneezing and coughing, including physical disturbances. Depending on the type, masks can be used to protect healthy individuals or to prevent further spread.

Scope of the Study

In virus moving areas, and crowded systems, we can't live at least one meter away from others and in rooms with poor or unknown ventilation. Determining the quality of ventilation is not always easy, it depends on the rate of air change, recirculation and outdoor fresh air. So if you have any doubts, it is safe to wear a mask. We should wash our hands before and after applying the mask.

When wearing a mask, we still need to maintain as much physical distance from others as possible. Wearing a mask does not mean that we can have close contact with people. For indoor public establishments such as busy shopping centres, religious buildings, restaurants,

schools and public transportation, the mask should be worn if it is unable to maintain physical distance from others.

If a visitor comes to our home who is not a member of the household, wear a mask if we are unable to build physical distance or if ventilation is poor. When outdoors, wear a mask if we are unable to maintain physical distance from others. Some examples are busy markets, congested roads and bus stops, etc.

The following sequences on correct make uses of medical masks derive from the practices in health- care settings:

Wear mask cautiously to cover mouth and nose and tie. Securely to reduce any gaps between the face and the mask; while in use, let alone touching the mask; remove the mask by using the suitable technique (i.e. do not finger the front but remove the bootlace from behind); after taking away or whenever we accidentally touch a used mask, clean hands by using an alcohol-based hand rub or soap and water if clearly soiled. Reinstate masks with a new clean, dry mask as soon as they become damp humid. Don't use again single-use masks, remove single-use masks after each use, and dispose of them instantly upon removal.

This study focuses on the mental health of teacher educators while wearing mask and usage sanitizer to reduce covid 19 and effectiveness. Nowadays teacher educators are travelling and working without break. So the investigator is interested to experiment with the teacher educators.

Objectives of the Study

The following objectives are generated by the researcher to test in the study:

1. To find the level of correlation between mental health and wearing a mask and using sanitizer among teacher educators.
2. To find out the significant difference in mental health among teacher educators with the use of mask in terms of age.
3. To find out the significant difference in mental health among teacher educators while the usage of alcohol-based hand sanitizers and alcohol-free hand sanitizers in terms of age.
4. To find out the significant difference in mental health among teacher educators in regulations and effects of wearing a mask and using sanitizer in terms of age.

Hypotheses of the Study

The following hypotheses are generated by the researcher and tested in the study:

1. The level of correlation between mental health and wearing a mask and using sanitizer among teacher educators is average.
2. There is no significant difference in mental health among teacher educators with the use of mask in terms of age.
3. There is no significant difference in mental health among teacher educators while the usage of alcohol-based hand sanitizers and alcohol-free hand sanitizers in terms of age.
4. There is no significant difference in mental health among teacher educators in regulations and effects of wearing a mask and using sanitizer in terms of age.

Methodology

A normative survey method was adopted for the study to identify the behavioral changes of teacher educators wearing mask and usage of sanitizer. The random sampling technique was used in the selection of a sample of 50 teacher educators in Madurai. The investigator selected the normative survey method for the study.

Population

The Population of the study is the teacher educators working in Madurai.

Sample of the Study

The investigator has used stratified random sampling for the selection of the sample. 50 teacher educators were selected from the population. Out of these 50 teacher educators, 35 of them are at the age of above 30 and 15 of them are at the age of below 30. The sample was selected from the rural area alone and they were working in private colleges of Education.

Tools used for the Study

The investigator has used a self-constructed tool that contains 20 items. 12 positive items and 8 negative items were framed. A questionnaire (Google form) was used by the investigator to collect the necessary data.

Reliability of the Tool

The investigator adopted the split-half method to find out the reliability of the tool and found it to be 0.76.

Validity of the Tool

The investigator has found the concurrent validity to find out the validity of the tool.

Statistical Analysis of Data

The investigator used mean, standard deviation, percentage analysis and 't' test to analyze the data

Hypothesis No:1

The level of correlation between mental health and wearing a mask and using sanitizer among teacher educators is average

Table 1

S.No	Description	No. of Teacher educators	Percentage of teacher educators
1.	High	28	56
2.	Moderate	10	20
3.	Low	12	24

From the above table, it is found that the correlation between mental health and using mask and sanitizer among teacher educators is high level. Hence the hypothesis 1 is not accepted.

Hypothesis No: 2

There is no significant difference in mental health among teacher educators with the use of mask in terms of age.

Table 2

Age	N	Mean	S,D	't' value	Result
Above 30	31	8.13	2.459	1.2706	NS
Below 30	19	7.13	2.499		

From the above table it is found that the 't' value is 1.2706. Since the calculated 't' value 1.2706 is less than the table value of 1.96 for d.f =42, it is concluded that there exists no significant difference in the mental health among teacher educators with the use of mask in terms of age. Hence the formulated hypothesis is accepted.

Hypothesis No: 3

There is no significant difference in mental health among teacher educators while the usage of alcohol-based hand sanitizers and alcohol-free hand sanitizers in terms of age.

Table 3

Type of sanitizer	N	Mean	S,D	't' value	Result
Alcohol based	24	8.13	2.459	1.0248	NS
Alcohol free	26	7.54	1.948		

From the above table, it is found that the 't' value is 1.0248. Since the calculated 't' value 1.0248 is less than the table value of 1.96 for d.f =58, it is concluded that there exists no significant difference in mental health among teacher educators while the usage of alcohol-based hand sanitizers and alcohol-free hand sanitizers. Hence the formulated hypothesis is accepted.

Hypothesis No: 4

There is no significant difference in mental health among teacher educators in regulations and effects of wearing mask and using sanitizer in terms of age.

Table 4

Marital status	N	Mean	S,D	't' value	Result
Married	31	7.13	2.499	0.4054	NS
Unmarried	19	7.22	2.152		

From the above table it is found that the 't' value is 0.4054. Since the calculated 't' value 0.4054 is less than the table value of 1.96 for d.f =48, it is concluded that there exists no significant difference in mental health among teacher educators in regulations and effects of wearing mask and using sanitizer in terms of marital status. Hence the formulated hypothesis is accepted.

Findings

1. There is a high level of correlation between mental health and using mask and sanitizer among teacher educators. Hence the hypothesis 1 is not accepted.
2. There is no significant difference of mental health among teacher educators with the use of mask in terms of age. Hence hypothesis 2 is accepted.
3. There is no significant difference of mental health among teacher educators while the usage of alcohol-based hand sanitizers and alcohol-free hand sanitizers. Hence hypothesis 3 is accepted.
4. There is no significant difference of mental health among teacher educators in regulations and effects of wearing a mask and using sanitizer in terms of marital status in terms of age. Hence hypothesis 4 is accepted.

Suggestions for Further Research

- From the results of the present study the following suggestions have been made for further study.
- The investigator due to lack of time and other resources conducted the study with only 3 colleges' student in Madurai.
- Similar study can be conducted for the different groups such as arts, science and vocational courses in higher secondary schools teachers also

Conclusion

According to the modern concept of education, a desirable change is the ultimate goal of education. Through this mental health of the teacher educators depends upon the various factors such as the biological, psychological, physical, social and college factors, etc., In today's education system, we find that the teacher educators mental health dominate in all activities. Hence positive mental health makes the teacher educators proud and self-satisfaction motivates them for future success. In this study, 98% of the result provided that there exists no significant difference between the levels of mental health among teacher educators. Because they are mature ones. The investigator concludes that using sanitizer and wearing a mask just to protect them from the Covid virus. It never affects their mental health.

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SOCIAL INTELLIGENCE OF HIGH SCHOOL STUDENTS WITH CERTAIN BACKGROUND VARIABLES

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Abstract

The present study is entitled as "Social intelligence of high school students". On the earth, no different species live in such a quantities of social gatherings as Homo Sapiens. Although some social crowd, warm blooded creatures, seabirds and bugs live in states, the Human is the most social creature on the planet. Social Intelligence can be best considered as one competency out of a scope of intertwined capabilities. The purpose of the present study was to find out the social intelligence of high school students. 300 high school students from Virudhunagar District were selected for the study. A self constructed social intelligence scale has been used to collect data. The study has revealed that there is no significant difference between male and female high school students in their social intelligence and no significant difference is found between single child and not single child high school students in their social intelligence.

Keywords: *Social intelligence, High school students*

Introduction

Social intelligence is a fundamental characteristic which is controlled by all successful students. Social intelligence addresses a refusal to surrender the quest for an objective in spite of chaperon troubles. It includes the capacity to consider inability to be a positive learning experience and engages the student to try and try again until the learning objective is achieved. Students who manage time well can comprehend the worth of difficult work, sharpen their critical thinking abilities and assume liability for their own scholarly advancement. They don't rationalize or reprimand others for disappointment.

Need and Significance of the Study

Social intelligence might be supported by a scope of time, abilities, devices and methods used to oversee time while achieving explicit assignments, activities and objectives consenting to a due date. This incorporate arranging, assigning, laying out objectives, designation, investigation of time spent, observing, putting together, planning, and focusing on. Typically Social intelligence is a need in any undertaking improvement as it decides the finish time. "Social intelligence alludes to overseeing time adequately with the goal that the correct time is designated to the correct movement". Powerful Social intelligence permits people to appoint explicit time allotments to exercises according to their significance. Social intelligence assumes a vital part in associations as well as in our own lives. Social intelligence really is a self administration action. The administration will manage your

disposition to the time. There are abilities that are expected to dominate all together so Social intelligence could run well. Today, instructing social intelligence is crucial on the grounds that it is the best asset to assemble and keep a decent work culture and to secure positions in a time of expanding computerization. Students need the tools to develop social intelligence starting in the main degrees of instruction so they can procure it through their school years and expert it in their grown-up lives.

Objectives

- To find out whether there is any significant difference between male and female High school students in their social intelligence.
- To find out whether there is any significant difference in Social intelligence of high school students with reference to single child to parent.

Hypotheses

- There is no significant difference between male and female high school students in their social intelligence.
- There is no significant difference between high school students in social in social intelligence who are single child and who aren't single child.

Population

Population of the study is the students studying in Virudhunagar District.

Sample for the Study

According to John W. Best and James V. Kahn (1980), "A sample is a small proportion of a population selected for observation and analysis." The investigator has randomly selected 300 High school students in Virudhunagar district for the present study.

Tool Used for Present Study

The social intelligence scale constructed and validated by the investigator and the guide is used to collect the data. The tool consists of 20 statements with three dimensions.

SNo	Dimension	No. of items
1.	Social Knowledge	8
2.	Social awareness	6
3.	Social interaction	6
	Total	20

Statistical Techniques Used

The following statistical measures have used tin this study. Mean, SD and 't' test

Analysis of Data

Hypothesis 1

There is no significant difference between male and female High school students in their social intelligence.

Table 1

Gender	N	Mean	SD	't' value	Level of Significance
Male	167	39.75	4.11	0.55	Not Significant
Female	133	40.02	4.35		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is no significant difference between male and female High school students in their social intelligence.

While comparing the mean scores of male (mean = 39.75) and female (mean = 40.02) students, Female high school students have more social intelligence than male students.

Hypothesis 2

There is no significant difference between high school students in social intelligence who are single child and who aren't single child.

Table 2

Single child to Parent	N	Mean	SD	't' value	Level of Significance
Yes	141	38.25	4.33	-6.63	Significant
No	159	41.31	3.55		

(At 5% level of significance, the table value of 't' is 1.96)

It is inferred from the above table that there is significant difference between high school students who are single child and who aren't single child differ significantly in their Social intelligence.

While comparing the mean scores, students who aren't single child to parents have more social intelligence.

Findings

1. Table 1 reveals that there is no significant difference between male and female High school students in their social intelligence. While comparing the mean scores of male (mean = 39.75) and female (mean = 40.02) school students.
2. Table 2 reveals the calculated critical ratio value is found to be -6.63, which is significant at 0.05 levels. Hence, it is inferred that the students who are single child and students who aren't single child differ significantly in their Social intelligence.

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A STUDY ON HOME ENVIRONMENT AND SOCIAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS

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Abstract

The intention of this research is to study the home environment and social intelligence of higher secondary students. In order to study this problem, the survey method was used to collect the data. The population of the present investigation is all the higher secondary school students studying in Tenkasi and Tirunelveli districts, Tamil Nadu. From the population, 320 students were randomly selected as the sample for the study. Finding reveals that the level of home environment and social intelligence of higher secondary students are found to be moderate with regard to gender. There is a significant difference between male and female students in their home environment and social intelligence. It also shows that, there is a significant relationship between home environment and social intelligence of higher secondary students.

Keywords: Home environment, Social intelligence, Higher secondary Students

Introduction

Education is that light which expels darkness from life and focuses attention in all round development of the child. It involves interaction between the pupil, the teacher and the social environment. The purpose of education is to create right relationship, not only between individual, but between the individual and society. For the intellectual development of the student has been made by way of students provision has been made by way of teaching subjects like language, science, mathematics and social studies. For further development of the physical emotional and other aspects of the students has been made for work experience community service health and physical education and other activities. But in the 21st century due to advancement of science and technology the life style of individual's changes in a greater extend which cause many psychological problems by which the youth become socially not adjustable. Social intelligence may be the most essential for predicting a fulfilling successful life. It includes an awareness of situations and the social dynamics that govern them and knowledge of interaction style and strategies that can help a person achieve his objectives in dealing with others. It also involves a certain amount of self – insight and a consciousness of one's own perceptions and reaction patterns.

Need and Significance of the Study

Home environment has a very important role in making socially adjustable. If an adolescent cannot adjust properly in his social environment then he/she has got frustrated and comes under stress. Therefore, by this problem the adolescence period, individual may be

diverted into their mind and commit wrong attempts. In this regards home environment plays an important role. It has been seen from the study that children who come from home that provide supportive and enriched environment have better social relationship as compare to the children coming from poor home environment. The family nurtures the individual and prepares him for his role and functions in society. Consciously or unconsciously the home environment moulds the behavior, personality, and attitude, level of aspiration, aptitude of the family structure may and does vary from society to society, the central focus of family activities everywhere are child – bearing and initial induction of the child into the culture of a given society in short, socialization. It has been clearly seen that the age of old structure of joint family has now been broken down under the stress of industrialization, social economic together with political factor and legal compulsions. In this context the investigator wished to find the relation between home environment and social intelligence of higher secondary students.

Objectives of the Study

The researcher has framed the following objectives for the present study.

1. To find out the level of home environment and social intelligence of higher secondary students.
2. To find whether there is any significant difference between male and female higher secondary students in their home environment and social intelligence.
3. To find whether there is no significant relationship between home environment and social intelligence of higher secondary students.

Hypotheses

1. There is no significant difference between male and female higher secondary students in their home environment and social intelligence.
2. There is no significant relationship between home environment and social intelligence of higher secondary students.

Methodology

The researcher used survey method for the present study. For data collection, the investigator used “Home Environment scale” was prepared and standardized by Femina and Ranjith kumar in the year 2017 and “Social intelligence sclae” comprises of 46 statements, which was developed and validated by Maheswari (investigator) and Anandaraj (Research supervisor) in 2019. The investigator has selected the sample by simple random sampling technique for the present study. It comprises of 320 higher secondary students studying in Tirunelveli and Tenkasi districts. The data were analysed using Mean, Standard Deviation, 't' test and correlation.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1 Level of Home Environment and Social Intelligence of Higher Secondary School Students with Respect to Gender

Variable	Home environment						Social intelligence					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	32	19.5	116	70.7	16	9.8	19	11.6	104	63.4	41	25.0
Female	16	10.3	106	67.3	34	21.8	34	21.8	113	72.4	9	5.8

It is inferred from the above table that, 19.5% of male students have low, 70.7% of them have moderate and 9.8% of them have high level of home environment. 10.3% of female students have low 67.3 % of them have moderate and 21.8% of them have high level home environment.

11.6% of male students have low, 63.4% of them have moderate and 25.0% of them have high level of social intelligence. 21.8% of female students have low, 72.4% of them have moderate and 5.8% of them have high level social intelligence.

Ho1: There is no significant difference between male and female higher secondary students in their home environment and social intelligence.

Table 2 Difference Between Male and Female Higher Secondary Students in their Home Environment and Social Intelligence

Variable	Group	Mean	SD	't' Value	Remarks
Home environment	Male	55.89	5.676	3.945	S
	Female	58.30	5.255		
Social intelligence	Male	87.83	30.137	5.706	S
	Female	71.57	20.062		

(at 5% level of significance the table value of 't' is 1.96, S- Significant)

It is inferred from the above table there is a significant difference between male and female higher secondary students in their home environment. While comparing the mean scores of male and female students, female students (mean=58.30) are better than the male students (mean=55.89) in their home environment.

It is also shows that, there is a significant difference between male and female higher secondary students in their social intelligence. While comparing the mean scores of male and female students, male students (mean=87.83) are better than the female students (mean=71.57) in their social intelligence.

Ho2: There is no significant relationship between home environment and social intelligence of higher secondary students.

Table 3 Relationship Between Home Environment and Social Intelligence of Higher Secondary Students

Variables		Calculated 'r' value	Table 'r' value	Remarks
Home environment	Social intelligence	0.418	0.113	S

It is inferred from the above table that there is a significant relationship between home environment and social intelligence of higher secondary students.

Findings of the Study

The findings derived from the study are:

1. The level of home environment and social intelligence of higher secondary school students are found to be moderate with respect to gender.
2. Female students are having better home environment than the male students. Male students are better than the female students in their social intelligence
3. There is a significant relationship between home environment and social intelligence of higher secondary students.

Educational Implications

Female students are having better home environment than the male students. This may be due to the fact that, female students are having the nature to understand feelings of their family members and they can share everything to their parents for seeking help and care from them. Male students are better than the female students in their social intelligence. This may be due to the fact that, the male students have the freedom to express their feeling and thoughts. They have the some societal responsibility to care the family. So they have capacity to know about himself and to know need of the others. There is a significant relationship between home environment and social intelligence of higher secondary students. This may be due to the fact that, among the various social groups the home occupies the first and the most significant place for the development of the individual. Home environment is a significant prediction of mental development and at the same time the home is of extraordinary importance in the development of social intelligence. Based on the finding we recommend that, The school authorities should conduct periodical orientation programme for parents regarding the need for providing better home environment to their children. Teachers should analyse the students' home environment factors and they should help their students by the ways of improving social intelligence for improving habits.

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RELATIONSHIP BETWEEN FAMILY ENVIRONMENT AND SELF ESTEEM OF HIGHER SECONDARY STUDENTS

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Abstract

The objective of the study was to find out whether there is any significant relationship between family environment and self-esteem of higher secondary students. The sample consists of 300 participants at higher secondary students procured from nine higher secondary schools in Srivilliputtur Taluk through a simple random sampling technique. The findings of the investigation revealed that there is significant relationship between family environment and self-esteem of higher secondary students.

Introduction

Adolescence is an age of swift physical and emotional change and the transition period between childhood and adulthood. During this period, the person is faced with many problems and has a wide range of needs. Among these requirements, the need for self esteem has a special place; satisfying this need can have an optimistic impact on other needs. Typically, self-esteem gradually increases until adolescence, but during adolescence, it often decreases. In this regard, Carlson and Gjerde believe that girls, compared to boys, experience a drastic reduction in self-esteem in early adolescence. All-round expansion of the brood is the eventual aim of instruction, and therefore, the learning experiences provide to them contributes towards the attainment. One of the most common beliefs that the progress of the children considers only from the point of vision that progress depends on what goes on in a school. That is why perhaps most parents seek and want their children to send for better schooling, particularly to schools with the best available infrastructure and teachers. There is a need to recognize the determinants of instructive development from various features of existence, which seem to direct an person's presentation in institution. Identification of these determinants shall ensure maximum probable enlargement of abilities in the brood and facilitate the instructors to visualize the pertinent issues.

Significance of the Study

Adolescence is a period in which boys and girls face many problems and issues. Adolescence is the most important stage of development. The type of characteristics one develops in his/her adolescent period lasts throughout life. The situations, conditions, and environment in which they live always reflect in their personality. Self-esteem is one of the most vital factors required for everybody to succeed in life. And it is very much clear that Self Esteem/Self Identity mainly generates in the adolescent period. It is the period of

intellectual, social, emotional, and mental development. And family is the place from where an individual starts his/her first social development. It is the first school for every individual; it plays a crucial role in one's life. To identify the conditions related to the family environment among adolescents which manipulate their self-esteem. The family environment which may positively correlate with the self-esteem of adolescents. To recover the family circumstances so that enhanced development in adolescents, this may prove significant in bringing success to our nation. Realizing the influence of the family environment and self-esteem of adolescents on each other, the investigator decided to undertake this research. Moreover, the lack of investigates in this period also support the investigator to search into it, and the researcher determine to behavior learn in this field.

Objectives

1. To measure the level of the family environment of higher secondary students.
2. To measure the level of self-esteem of higher secondary students.
3. To determine whether there is any significant relationship between family environment and self-esteem of higher secondary students.

Methodology

A descriptive survey method is used for this study.

Population for the Study

The population of the study is the students from higher secondary school in Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The sample for the present study comprises 300 students from high school, nine higher secondary schools of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Tool

The family environment scale and Self-esteem scale were prepared and validated by the investigator and guide (2020)

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Analysis of Data

Objective: 1

To measure the level of the family environment of higher secondary students.

Table 1 Level of Family Environment of Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
60	20.1	185	61.9	54	18.1

20.1 % of have low, 61.9 % of them have moderate, and 18.1% of them have a high level of the family environment of higher secondary students.

Objective: 2

To measure the level of self-esteem of higher secondary students

Table 2 Level of Self Esteem of Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
63	21.1	183	61.2	53	17.7

21.1% have low, 61.2% of them have moderate, and 17.7% of them have a high level of self-esteem intelligence of higher secondary students.

Null hypothesis

There is no significant relationship between the family environment and self-esteem of higher secondary students.

Table 3 Relationship Between Family Environment and Self Esteem of Higher Secondary Students

<i>Family environment</i>		<i>Self-esteem</i>		ΣXY	<i>Calculated 'r' value</i>	<i>Remarks</i>
ΣX	ΣX^2	ΣY	ΣY^2			
54369	154235	2345	126504	138321	0.200	S

(Table value of 'r' is 0.088, S - Significant)

The calculated 'r' value (0.200) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. It shows that there is a significant relationship between the family environment and self-esteem of higher secondary students.

Major Findings

1. 20.1 % of have low, 61.9 % of them have moderate, and 18.1% of them have a high level of the family environment of higher secondary students.
2. 21.1% have low, 61.2% of them have moderate, and 17.7% of them have a high level of Self esteem Intelligence of higher secondary students.
3. There is a significant relationship between the family environment and Self- esteem of higher secondary students.

Interpretation

The correlation test result shows that there is significant relationship between the family environment and self-esteem of higher secondary students. The family environment and self-esteem have a positive correlation. The reason may have the home environment plays an important role of adolescent's self-esteem and also parents should take special care to

maintain a satisfactory and peaceful atmosphere at home to encourage learning among their children. It makes them develop self-esteem of higher secondary students. \

Recommendations of the Study

1. Parents can do the same, and encouraging their children to participate in extracurricular activities that match their talents further promote self-esteem.
2. Counselors, or school administrators or teachers, who face problems with adolescents like aggression, depression, or use of drugs, can also be benefited from the findings of this study. It is evident that the home environment plays an important role still the family environment of adolescents is also affected by their self-esteem which is a feeling of individual value influenced from performance, abilities, appearance, and decision of significant others, and from present findings, it is evident that higher the self-esteem higher will be the emotional maturity of the adolescents.
3. By encouraging students to work to the best of their ability and being genuinely interested in their progress, teachers can enhance the self-esteem of all students, regardless of their talent.
4. Parents should take special care to maintain a suitable and peaceful atmosphere at home to encourage learning among their children. They should not criticize their children for poor academic performance or any other reason.
5. Parents should encourage their children to interact and learn from mutual groups for studying, Also children; should be motivated to have social interactions with family members, relatives, and friends so that they get to know about various career opportunities.
6. The teacher should provide such an atmosphere to children in whom they can feel independent and secure. He/she should emphasize that the children in such a way that a feel as they are living at their home and with their parents. The school authority, as well as the teacher, should consider the above things, which ultimately help them to improve their performance in academics.
7. The teachers to be a good role model and make school conducive environment to help the new generation to values.
8. The teachers should provide opportunities for students to express views freely and act accordingly leads to better achievement in academics.
9. The teacher should try to maintain his / her accepting behavior towards students, making them feel easy and free to express and thinking thus leading them to better performance in academics.

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ATTITUDE TOWARDS ENGLISH LANGUAGE LEARNING AMONG UNDERGRADUATE ENGLISH LITERATURE STUDENTS

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Abstract

The aim of the study to measure level of attitude towards English language learning among undergraduate English literature students. Survey Methods utilize to gather the data from the respondents through a planned questionnaire designed based on the objectives of the study. The population of the present study consists of undergraduate English literature students studying in arts and Science colleges of Virudhunagr District. A sample size of 250 undergraduate English literature students from randomly selected 8arts and Science colleges from Virudhunagr District was decided using a simple random sampling method. Attitude towards English language learning(2020) was developed and standardized by the investigators to get the level of Attitude towards English language learning of the sample. The investigator found that the level of attitude towards English language learning among undergraduate English literature students is average.

Introduction

An attitude, like all other aspects of development, is a result of cognition and affect in human beings. It is developed in early childhood due to contact or interaction with others, for example, and interaction with parents during the early childhood stage. Gardner and Lambert's (1972) studies have attempted to examine the effect of attitude on language learning. They have concluded that motivation is a factor that affects attitudes. A learner's positive attitude towards language learning will be because of the relative advantages of the language learned. Therefore motivation is a factor that results in negative or positive attitudes towards language learning. Besides motivation, the attainment of the proficiency in the language learnt may also cause positive attitudes towards learning. The global status of a language depends on the particular role the language develops and recognized in every country. The English language has got the status, and there is a long history behind that achievement. Language exists in its users. The USA, with its tremendous growth, and development in the field of economy, information, science and technology, has strengthened in the world the presence of the English language.

Significance of the Study

English has become a dominant language in business, finance and banking, science and technology, popular culture, and intercontinental relations worldwide. It is widely accepted that facility in the English language is the key to accomplishment in life. A student's attitude toward learning the language is one of the leading predictors of success in learning English.

So, teachers and instructors should take incentive and approach issues into deliberation when scheming English language preparation and education. Attitude accepts as a fundamental notion to recognize person performance and is defined as a mental state that includes beliefs and feelings. Students' beliefs can be an obstruction if they consider that they cannot learn the new language successfully. The positive attitude towards learning a language is a good start to learn a language. The verbal communication pupils are not only communicators and problem-solvers, but complete persons with spirits, bodies, and intellects, with memories, fantasies, loyalties, identities. If the student has admiration feelings towards the language instructor, this will help him/her learn a language efficiently. If the student does not like or high opinion the teacher, he/she won't be able to go through the epochs when the educator is teaching. Family expectations listed among the factors affecting students to enlarge optimistic attitudes toward language learning, but they may reason anxiety as well if the learner cannot fulfill his/her parents' expectations. The purpose of this research is to explore university students' attitudes toward learning English. In line with this purpose, it was aimed to see whether there were any statistically significant differences among students' attitudes toward learning English in terms of certain background variables.

Hypotheses of the Study

1. The level of attitude towards English language learning among undergraduate English literature students is average.
2. The level of attitude towards English language learning among undergraduate English literature students about gender is average.
3. There is no significant difference in attitude towards English language learning among undergraduate English literature students about gender.

Methodology

Survey Method employs to collect the data from the respondents through a planned questionnaire designed based on of the objectives of the study. The population for the present study comprises all the undergraduate literature students studying in the arts and science colleges located in Virudhunagar district. In the present study, the investigator used a sample random sampling technique for selecting the sample. The investigator has randomly selected eight arts and science colleges from Virudhunagar district affiliated to Madurai Kamaraj University, Madurai. Two hundred and fifty undergraduate literature students from eight arts and Science colleges. Attitude towards English language learning (2021) was prepared and validated by the investigators for getting the level of environmental attitude of the sample. In this study, various statistical measures such as Mean, Standard Deviation, and t-test were used.

Analysis of the Study

The level of attitude towards English language learning among undergraduate English literature students is average.

Table 1 Level of Attitude Towards English Language Learning Among Undergraduate English Literature Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
51	20.4	160	64.0	39	15.6

20.4 % of the undergraduate English literature students have low, 64.0% of them have moderate, and 15.6% of them have a high level of attitude towards English language learning..

Objective: 2

The level of attitude towards English language learning among undergraduate English literature students with respect to gender is average.

Table 2 Level of Attitude Towards English Language Learning Among Undergraduate English Literature Students with Respect to Gender

<i>Gender</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Male	0	0.0	33	78.6	9	21.4
Female	51	24.5	127	24.5	30	14.4

0.0% of the undergraduate English literature male students have low, 78.6% of them have moderate, and 21.4 % of them have a high level of the attitude towards English language learning. 24.5% of the undergraduate English literature female students have low, 24.5% of them have moderate, and 14.4% of them have a high level of the attitude towards English language learning.

Null Hypothesis:3

There is no significant difference in attitude towards English language learning among undergraduate English literature students with respect to gender.

Table 3 Difference in Attitude towards English Language Learning among Undergraduate English Literature Students with Respect to Gender

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Male	42	1.28862	11.09729	3.070	S
Female	208	1.19842	18.34687		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

The calculated 't' value (3.070) is greater than the table value (1.96) for df 248 at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant

difference in attitude towards English language learning among undergraduate English literature students with respect to gender.

Findings of the Study

1. 20.4 % of the undergraduate English literature students have low, 64.0% of them have moderate, and 15.6% of them have high level of attitude towards English language learning.
2. 0.0% of the undergraduate English literature male students have low, 78.6% of them have moderate, and 21.4 % of them have high level of attitude towards English language learning.
3. 24.5% of the undergraduate English literature female students have low, 24.5% of them have moderate, and 14.4% have a high level of the attitude towards English language learning..
4. There is a significant difference in attitude towards English language learning among undergraduate English literature students with respect to gender

Recommendations of the Study

The following are the imperative recommendations that help to the governmental organizations and the respective authorities to develop appropriate strategies, modules, and outreach programmes without actions starting from the school education level to university level like higher education system level to improve attitude towards English Language learning.

1. The instructors can make a precious involvement in developing a friendly connection with their learners, to expand optimistic attitude towards learning the English language.
2. The primary goal of the course materials should be to make the classroom activities as meaningful as possible and to promote skills in comprehension and communication.
3. There is a need for English teachers to go through the internet sources, which enhance attitude and perception of English language learning.
4. Educators and parents should always support learners to interpret materials written in English like newspapers and magazines.
5. Educators who qualify to teach English must have received relevant training and requirement in English. If the above state is taken mind of learners would obtain appropriate knowledge, which would help them to develop confidence and they will capable in the world.
6. The literature students should keep in the ELDs' curriculum and more attention. Literature classes turned quite helpful in developing those individual students thus, they should be encouraged to be incorporated in other levels of study too because to get developed, building personalities and broad-minded educated individuals through a class is a privilege, and that is the major goal of any educational program, the researcher believes. Additionally, knowing the students' perceptions towards literature classes will be helpful for the researchers, educational policymakers, and the language teachers to determine English language learners' genuine needs, motivation or challenges and issues

about the use of literary texts as teaching materials and to develop a suitable teaching approach to use the literary texts.

7. To create an encouraging atmosphere in the English classes to reduce students' anxiety in English learning process and implementing appropriate teaching methods and activities, so it is strongly recommend to promote students' positive attitudes and motivation towards English Language Learning as well as highlight the importance of English Language Learning.

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A STUDY ON ACHIEVEMENT IN CHEMISTRY AND LEARNING ENVIRONMENT AMONG HIGHER SECONDARY STUDENTS

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Abstract

The present study is an attempt to find out the Achievement in Chemistry and Learning Environment among higher secondary students in Pondicherry. Simple random sampling technique has been used in the selection of the sample. As many as 600 higher secondary students were selected for this purpose and Achievement test in Chemistry and Learning Environment scale were distributed to them and their responses were collected and computed according to the objectives framed. Results found that majority of the higher secondary students showed positive and significant relationship of Achievement in Chemistry and Learning Environment and the same trend has been seen in respect of the sub-samples too.

Keywords: Achievement in Chemistry, Learning Environment, higher secondary students.

Introduction

Human activities are changing the composition as well as behaviour of the atmosphere at an unprecedented rate. The pollutants from a wide range of human activities are increasing the global atmospheric concentration of certain heat trapping gases, which act like a blanket trapping heat close to surface that would otherwise escape through atmosphere to outer space. So the gases such as CO₂, N₂O, CH₄, O₃ present in atmosphere are also capable of absorbing long wave radiation and radiate energy back to earth. When these gases and CFC's increase in the atmosphere as result of air pollution or human activities, more energy is radiated back and consequently temperature of earth increases. This is known as global warming.

Significance of the Study

Achievement is a task oriented behaviour that allows the individual's performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others or otherwise some standard of excellence-(Smith). Dwivedi, R. D. (2005) defines Learning Environment, "students from schools of enriched environment has better academic environment". Learning Environment is influenced by a number of factors. With reference to the various factors influenced the Learning Environment, it is obvious that the Higher Secondary students' Learning Environment is a major determinant of Achievement in Chemistry that are related to their future career.

Objectives of the Study

1. To find out the significant relationship between Achievement in Chemistry and Learning Environment among Higher Secondary Students.

2. To find out the significant difference between Achievement in Chemistry and Learning Environment among Higher Secondary Students with respect to their sub-samples.

Hypotheses of the Study

1. There is no significant difference between Achievement in Chemistry and Learning Environment among Higher Secondary Students.
2. There is no significant difference between the Achievement in Chemistry and Learning Environment among Higher Secondary Students with respect to their sub-samples.

Methodology

In the present study Normative Survey Method has been used, since it deals with present condition.

Sampling Technique used in this Study

Simple Random Sampling Technique has been used in this study. Among the various regions in the Union Territory of Pondicherry, only Pondicherry region has been fixed as the field for this study.

Tool

- An achievement test in Chemistry for XI standard students was constructed and standardized by the researcher.
- Learning Environment Scale by S. Rajasekar.

Statistical Techniques used in this Study

In the present study Correlation Analysis has been used.

Data Analysis and Findings

Table No. 1 Correlation Co-efficient between the Scores of Achievement in Chemistry and Learning Environment of Higher Secondary Students

Variables	N	Correlation Co-efficient ('r')	Level of Significance
Achievement in Chemistry	600	0.159**	Significant
Learning Environment	600		

The correlation coefficient is 0.159 found between Achievement in Chemistry and Learning Environment among the Higher Secondary students, which is significant at 0.05 level for 599 df. It is concluded that there is a positive and significant relationship between Achievement in Chemistry and Learning Environment among the Higher Secondary students.

Table No. 2 Coefficient of correlation between Achievement in Chemistry and Learning Environment of Higher Secondary Students with Regard to Sub-Samples

S.No	Sub Sample	Number	r	Table value	Level of significance
1	Gender				
	Male	291	0.150	4.49	Significant at 0.01 level
	Female	309	0.045	0.03	Not Significant at 0.05 level
2	Type of Management				
	Government	301	0.194	16.79	Significant at 0.01 level
	Private	299	0.192	28.52	Significant at 0.01 level
3	Nature of school				
	Boys School	90	0.172	11.99	Significant at 0.01 level
	Girls School	90	0.120	22.39	Significant at 0.01 level
	Co-Education School	420	0.224	0.01	Not Significant at 0.05 level
4	Location of School				
	Urban	302	0.122	20.49	Significant at 0.01 level
	Rural	298	0.205	0.09	Not Significant at 0.05 level
5	Type of Family				
	Nuclear	335	0.091	23.99	Significant at 0.01 level
	Joint	265	0.240	0.09	Not Significant at 0.05 level
6	Father's Education				
	Illiterate	215	0.156	19.39	Significant at 0.01 level
	Matriculate	216	0.194	3.19	Significant at 0.01 level
	Degree	118	0.032	0.00	Not Significant at 0.05 level
	Professional Degree	51	0.168	4.79	Significant at 0.01 level
7	Mother's Education				
	Illiterate	285	0.190	30.69	Significant at 0.01 level
	Matriculate	212	0.307	9.49	Significant at 0.01 level
	Degree	82	0.095	0.00	Not Significant at 0.05 level
	Professional Degree	21	0.048	0.01	Not Significant at 0.05 level
8	Community				
	FC	59	0.196	15.89	Significant at 0.01 level
	BC	205	0.159	10.59	Significant at 0.01 level
	MBC	210	0.106	21.59	Significant at 0.01 level
	SC	108	0.216	0.00	Not Significant at 0.05 level
	ST	18	0.156	9.09	Significant at 0.01 level
9	Religion				
	Hindu	519	0.160	9.89	Significant at 0.01 level
	Muslim	44	0.099	19.79	Significant at 0.01 level
	Christian	37	0.198	0.00	Not Significant at 0.05 level

By using the Spearman Brown Prophecy formula, the Zero order Correlation has been computed and the values are given in Table No. 2. It may be inferred from the above Table No. 2 that there is a positive significant relationship between Achievement in Chemistry and Learning Environment among the Higher Secondary students. It is also observed from the obtained results that the following sub samples: Gender (Male), Type of management (Government/ Private), Nature of school (Boys/Girls), Location of the school (Urban), Type of Family (Nuclear), Father's Educational Qualification (Illiterate/ Matriculate/Professional Degree), Mother's Educational Qualification (Illiterate/ Matriculate), Community (FC/BC/MBC/ST), Religion (Hindu/Muslim) are significantly correlated. But the sub samples such as Gender (Female), Nature of school (Co-Education), Location of the school (Rural), Type of Family (Joint), Father's Educational Qualification (Degree), Mother's Educational Qualification (Degree/ Professional Degree), Community (SC), Religion (Christian) are not significantly correlated.

Therefore it may be concluded that there is a significant relationship between Achievement in Chemistry and Learning Environment among sub samples, Gender (Male), Type of management (Government/ Private), Nature of school (Boys/Girls), Location of the school (Urban), Type of Family (Nuclear), Father's Educational Qualification (Illiterate/ Matriculate/Professional Degree), Mother's Educational Qualification (Illiterate/ Matriculate), Community (FC/BC/MBC/ST), Religion (Hindu/Muslim) are significantly correlated. But the sub samples Gender (Female), Nature of school (Co-education), Location of the school (rural), Type of Family (Joint), Father's Educational Qualification (Degree), Mother's Educational Qualification (Degree/ Professional Degree), Community (SC), Religion (Christian) are not significantly correlated.

Conclusion

From the above analysis, it is concluded that there is a positive and significant relationship between Achievement in Chemistry and Learning Environment among Higher Secondary students and the same trend has been seen in respect of the sub-samples too.

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RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND DECISION-MAKING ABILITY OF STUDENT TEACHERS

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Abstract

The major objective of study was to find out whether there is any significant relationship between emotional intelligence and the decision-making ability of student teachers. Normative Survey method was used and a random sampling technique was employed for the study. Decision-ability making inventory is use for collect data from colleges of education in Tirunelveli district. The sample consists of 300 student teachers. The discovery of the study expose that there is a significant relationship between emotional intelligence and decision making ability of student teachers.

Introduction

Student's teachers are the backbone of the educational process. Educational is a process and also acts as an instrument to bring out the innate behavior of the individual. The fortune of a country lies in its classrooms. The potency our nation depends on the educator's ability to rear well-educated, accountable, well-adjusted youth who will step forward when the adult generation passes on to retirement. Today's learner of is the youths of tomorrow and prospect citizens of the kingdom. Therefore it is the answerability of teachers, civilization, and administration to observe that they are physically, psychologically, expressively and educationally healthy. The needful footsteps taken during this era ensures a well democracy in the country.

Prospective teachers are trainees of today and constructors of tomorrow. So their emotional intelligence and decision-making they should be contusive. We are living in a technological world so the youthful generation should have better information and ability in fresh equipment. Therefore, the present investigator interested in knowing the relationship between emotional intelligence and the decision-making ability of student teachers.

Hypothesis of the Study

1. The level of emotional intelligence of students teachers is average.
2. The level decision-making ability of student teachers is average.
3. There is no significant correlation between emotional intelligence and the decision-making ability student teachers.

Methodology

A survey method is approved through the investigator to conduct this study. The researcher applied a random sampling technique for selecting the sample. The sample for the

present study comprises 300 student teachers from colleges of education, seven colleges of education of Tirunelveli district.

Tool

The emotional indigence and decision-making ability scale were prepared and validated by the investigator and guide (2020)

Statistical Techniques

Percentage, Mean, Standard Deviation, and correlation

Analysis of Data

1. The level of emotional intelligence of students teachers is average.

Table 1 Level of Emotional Intelligence of Student Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
23	7.7	229	76.3	48	16.0

7.7% of the student teachers have low, 76.3 % of them have moderate, and 16.0% of them have a high level of emotional intelligence.

2. The level decision-making ability of student teachers is average

Table 2 Level of Decision-Making Ability of Student Teachers

Low		Moderate		High	
No.	%	No.	%	No.	%
23	7.7	227	75.7	50	16.7

7.7% of the student teachers have low, 75.7% of them have moderate, and 16.7% of them have a high level of Decision-making ability.

Null Hypothesis: 3

There is no significant correlation between emotional intelligence and decision making ability of student teachers

Table 3 Correlation Between Emotional Intelligence and Decision Making Ability of Student Teachers

Emotional intelligence		Decision-making ability		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
44331	6761869	27143	2541627	4123084	0.231	S

(Table value of 'r' is 0.088, S - Significant)

The calculated 'r' value (0.231) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. It proves that there is a significant correlation between emotional intelligence and the decision-making ability of student teachers.

Major Findings of the Study

1. 7.7% of the student teachers have low, 76.3 % of them have moderate, and 16.0% of them have a high level of emotional intelligence.
2. 7.7% of the student teachers have low, 75.7% of them have moderate, and 16.7% of them have a high level of Decision-making ability .
3. There is a significant relationship between emotional intelligence and the decision making ability of student teachers.

Interpretation of the Study

The correlation test result shows there is a significant relationship between emotional intelligence and the decision making ability of student teachers. The reason may be due to the fact that Emotionally intelligent managers make better decisions by using emotions to improve thinking; seeing things even when feelings are overpowering; making good, solid decisions even when angry; preventing reactions out of anger. So there is a positive correlation between emotional intelligence and the decision- making ability among student teachers.

Recommendation of the Study

1. The Principal and teacher educators could lead by example; with developed emotional intelligence competencies, which help to be a good leader.
2. The Parent plays vital role in developing emotional intelligence. Teachers and parents should help student teachers to express their emotions freely in the classrooms and at home.
3. Teacher education programs need to focus on improving emotional intelligence. There are various ways to improve emotional intelligence. Experimental researches have suggested different practices to improve different skills of emotional intelligence. Yoga and meditation are such Indian programs that help in improving the emotional intelligence of unmarried student teachers.
4. The colleges of education should organize seminars and workshops to improve the decision making ability of the students.
5. The teacher educators should provide critical situations to the students to improve their decision-making ability.
6. The educational institutions may develop their infrastructural facilities to make an improved environment for the student teachers to have better decision-making abilities.

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SOCIAL MATURITY OF HIGHER SECONDARY STUDENTS – A TYPE OF FAMILY WISE ANALYSIS

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Abstract

The study aimed to measure the level of social maturity of higher secondary students with reference to type of family. Survey Methods utilize to gather the data from the respondents through a planned questionnaire designed based on the objectives of the study. The population of the present study consists of students studying in higher secondary schools in Sankarankoil Taluk. A sample size of 300 students from randomly selected ten higher secondary schools from Sankarankoil Taluk decided to use a simple random sampling method. By the investigators to get the level of Attitude towards English language learning of the sample. The investigator found that the level of social maturity of higher secondary students with reference to type of family is average.

Introduction

Social maturity is proof by an individual's ability intended for creation and maintenance of friends. To be effectual in his/her communal relations, an individual wants to obtain the social skills that allow him/her to deal with people tactfully and with understanding. Thus, the study was conducted to recognize in about to the social maturity of secondary students. It is probable that the consequence of the learn allows the teachers as well as the parents to contract efficiently with children and offer direction in attractive socially mature individuals.

Significance of the Study

Social maturity is a term usually used in two ways like concerning the behavior that is conventional to the standards and expectation of the adults and secondly, through reference to the performance that is suitable to the age of the individual under observation. Thus, social maturation authorizes a more detailed insight into the social atmosphere that facilitates adolescents to power the community situation and expand constant prototype of social performance. An individual is slow to adopt this outline of social behavior, he judges himself as being retarded in social growth.

Maturity marks the finish of enlargement and expansion. In some features of development, maturity of arrangement and purpose comes at an early age, whereas, in others, it comes later expansion comes from maturation and knowledge. The notion is concerned with force inside and outside the individual. Social maturity as a phrase is used usually in two ways. Initially, in about the behavior that conforms to the standards and expectations of the adults and secondly in about the performance that is suitable to the period of the person beneath surveillance. Psychologists usually use maturity in the second sense. Social maturity

becomes in the actions of individuals. As the students are the pillars of the future generations, their value pattern of Social Maturity is vital. With this background the investigator frame the title on “ a study on the level of social maturity of higher secondary students with respect to type of family.

Hypotheses of the Study

1. The level of social maturity of higher secondary students with reference to type of family is average.
2. There is no significant difference in Social Maturity of higher secondary students with reference to type of family.

Methodology

The survey Method employs collecting the data from the respondents through a planned questionnaire designed based on the objectives of the study. The population for the present study comprises all the students studying in the higher secondary schools located in Sankarankoil Taluk. In the present study, the investigator used a sample random sampling technique for selecting the sample. The investigator has randomly selected ten higher secondary schools from Sankarankoil Taluk. The Social maturity scale (2021) was prepared and validated by the investigators for getting the level of social maturity of the sample.

Analysis of Data

1. The level of social maturity of higher secondary students with reference to type of family is average.

Table 1 The Level of Social Maturity of Higher Secondary Students with Respect Type of Family

Low		Average		High	
Count	%	Count	%	Count	%
23	11.9	125	64.4	46	23.7
30	28.3	63	59.4	13	12.3

11.9% of nuclear family higher secondary students have low, 64.4% of them have moderate, and 23.7% of them have a high level of social maturity. 28.3% of joint family higher secondary students have low, 59.4% of them have moderate, and 12.3% of them have a high level of social maturity.

2. There is no significant difference between higher secondary school students belonging to joint and nuclear families in their Social Maturity.

Table 2 Difference Between Higher Secondary Students Belonging to Joint and Nuclear Families in their Social Maturity

Variable	Gender	N	MEAN	SD	Calculated value	Remark
Social Maturity	Joint	106	87.14	12.116	5.123	S
	Nuclear	194	94.60	12.028		

There is a significant difference in social maturity higher secondary students with respect to type of family..

When comparing the mean scores of students belonging to joint and nuclear families, the students belonging to nuclear families (94.60) are better than the students belonging to joint families.

Interpretation

The students belonging to nuclear families are better than the students belonging to joint families. Due to having enough freedom for which they can move with the society, practice whatever they want to do and travel wherever they want to go. Also, they have time to chat with others through the internet and social media and develop their friend's circle. While we compare with the joint family, the nuclear family students have no restriction to have a relationship with any gender, religion, caste, and language in the society.

Recommendations of the Study

1. The students should help in realizing their self as well as social strength and weakness.
2. To improve the social maturity of the student, they should need the opportunity to share thoughts and feelings by interaction. Cluster activities and extracurricular activities should give importance to the school campus.
3. Guidance and counseling centers should be started in school so that the students can help to solve the educational and emotional problems. The service of a counselor should be made available provide guidance in analyzing the student's personality and facilitate a joint development that creates a successful maturity.
4. School should provide a good perception on the use of books, about the diversity of the people and merits of the economic differences.
5. Seminars and talks on social maturity should frequently arrange.
6. The school should provide training like picnics, cultural programs like dancing, singing, drama, sports, and games regularly, which help the students to identify them and mingle with others.
7. Parents should create a friendly atmosphere at home, which may help the children to be emotionally balanced and have good social maturity.
8. Teachers and parents should help the children to express their emotions freely in the classroom and at home correspondingly.
9. The Curriculum of higher secondary school should be modified so that lessons relating to social maturity are given importance in the classroom activities.

10. Teachers and parents engage in recreation a vital position in developing social maturity.

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