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PERSEVERANCE BEHAVIOUR AMONG B. Ed. STUDENTS IN THENI DISTRICT

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Abstract

The importance of perseverance has got signified many fold in the contemporary competitionridden society in general and among the secondary school pupils particular. In view of the academic load and cut-throat competition among the schooling system the concept perseverance gain a lot of importance. The nature of the same is determined as till date nobody has attempted to study their phenomenon. The need for this type of study will be useful for the pupils and the teachers, parents and the public to make this education system function effectively. Perseverance behaviour among B.Ed. student is found to be above the average level. It should be improved further in order to maximize the perseverance attitudes of the students. So that, their achievement in learning as well as in their various activities of life will be effective. Female students have more perseverance behaviour than male; it is a well come aspect that in most of the cases the girls excel boys while their level should be maintained on a par with male pupils so that balance perseverance among sex is desirable in the society. In this study an attempt has been made to construct and standardize a scientifically useful instrument to measure the perseverance of the B.Ed. students. This will be highly useful for the policy makers in their activities, especially in framing the syllabus, transacting the curriculum, conducting examinations etc. This will be also useful for parents, public, teachers and learners in their daily as well as academic activities.

Introduction

Success is not one of those phenomena that come to people without systemized and untried work. Anyone, who has experienced any kind of success, can tell about the encountered problems and difficulties along the way. The only way that one makes it through these tough times is sheer perseverance. Perseverance means everything to one's success. If one is always giving up when things get clumsy or when one faces impossibilities, it will be very difficult for him to achieve success. Without perseverance, one will never be successful. That is why perseverance is must for anyone who wants to succeed in life. The more one learns to persevere when growing and developing physically and mentally, the success one will easily reap.

Need for the Study

Perseverance is surely one of the most important traits to posses by an individual in his/her life, especially in this modern society. It is essential to achieve one's goals, dreams and everything else that is worth striving for. It is a necessity due to the fact that most things rarely work out perfectly first time. Many doubt if a thing is accomplished first time and try to reason out for its successors. Now-a-days in academic work it is very difficult to complete the various function in one stroke. Because, it's completion is dependent on many factors and

personnels. Time and energy at times are wasted and most of the time the individuals effort may not fetch the desired result. Anyhow perseverance is needed on the part of individuals in their academic efforts to place him or herself in a desirable position. Nowadays dropout rate is very high among the pupils of secondary school system. They are not able to complete their course within the stipulated period. Of the many reasons, the most important being the quality of perseverance. So, the investigator is interested to take up the study entitled "**Perseverence Behaviour among B.Ed. Students in Theni District".**

Objectives of the Study

The specific objectives of the study are listed below:

- 1. To measure the level of Perseverance behaviour among B.Ed. College Students.
- To find out whether there is a significant difference in Perseverance behaviour among B.Ed. College Students in terms of select independent variables viz. Sex, Residence, Family Works, Food Habit, and Family Size.

Terms and Definitions

Perseverance Behaviour– refers to the continuous course of action to achieve a plan of action successfully.

B.Ed. Students – refers to those who are studying B.Ed. degree under Tamil Nadu State Board syllabus in Theni District.

Variables of the Study

Dependent Variable: Perseverance Behaviour

Independent Variables

- Sex : Male / Female
 Residence : Day Scholar / Hosteller
 Family Works : compulsory / Not Compulsory
 Food Habit : Vegetarian / Non-Vegetarian
- 5. Family Size : Less than 5 / 5 and above

Hypotheses of the Study

The following hypotheses have been formulated for verification in this study.

- 1. Perseverance Behaviour of the B.Ed. Students is above average.
- 2. Sex exerts a significant influence on perseverance behaviour among B.Ed. college students.
- 3. Residence exerts a significant influence on perseverance behaviour among B.Ed. college students.
- 4. Family Works exerts a significant influence on perseverance behaviour among B.Ed. college students.
- 5. Food Habit exerts a significant influence on perseverance behaviour among B.Ed. college students.

6. Family Size exerts a significant influence on perseverance behaviour among B.Ed. college students.

Methodology - In - Brief

Design : Descriptive, Method: Normative, Technique: Survey

Sample

A random sample of 400 B.Ed. students in Theni district with due representation to the variables Viz. Sex, Residence, Family works, Food habit, Family size.

Tools used

The tools used for data collection are as follows:

- 1. General Information sheet structured by the Investigator.
- 2. Perseverance Inventory constructed and standardized by Mala Parameshwaran,(2011).

Statistical Treatments

't'- test for significance of difference between the means of large and small independent samples.

Related Studies

Tino (1999), At the personal level, motivations, aspirations, objectives and commitment to one's choice of program as well as the student's trust in his own strengths and capacities are determinants in their decision to, persevere. Under this category, the scholarly level of parents is also identified as important in students' perseverance.

Coulon (2005), recommends preparatory courses for those who have abandoned their studies for a long time as well as a rapid identification by professors and university personnel of students in need of help so that strategies can be quickly put in place in order to offer relevant support for these students.

Debeurme, Fornier, Fontaine and Wright (2006), Some studies which have examined the concepts of perseverance and success among the general post-secondary student population of Canada by sauve, Debeurme, Fornier, Fontaine and Wright (2006) reveal the definition of perseverance which includes that of success that is, the completion of studies obtaining a diploma. In this perception perseverance is the continual pursuit of a student in a program taking him to its completion is the continual pursuit of a student in a program taking him to its completion and getting a diploma.

Sauve et al (2006), At the learning level, knowledge already accumulated, learning style, learning strategies, management strategies and, again, motivation, are important factors of perseverance.

Hypotheses Verification

Hypothesis 1

Perseverance Behaviour of the B.Ed. Students is above average.

The average score of Perseverance Behaviour among B.Ed. students is found to be 57, while the theoretical average is 37. This shows that Perseverance Behaviour among B.Ed. students is above the average level. It means that the B.Ed. students level of Perseverance behaviours is extensive. Hence the hypothesis is accepted.

Hypothesis 2

Sex exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance behaviour among B.Ed. students in terms of sex are presented in Table 1.

Variable	Sub Variables	Ν	Mean	SD	't' value	Significance At 0.05 Level
Sex	Male	230	55.47	11.61	-3 003	Significant
Бел	Female	170	58.82	10.55	5.005	Significant

The calculated 't' value -3.003 is greater than the table value 1.96 at 0.05 level of significance. This shows that there is a significant difference between the male and the female pupils in possession of perseverance. It can be inferred from the above finding that the B.Ed. female students possess more perseverance than the male students. Hence the hypothesis is accepted.

Hypothesis 3

Residence exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance Behaviour among B.Ed.students in terms of Residence is presented in Table 2.

Variable	Sub Variables	Ν	Mean	SD	ʻt' Value	Significance At 0.05 Level
Residence	Day scholar	316	56.69	11.24	-0.676	Not
residence	Hosteller	84	57.64	11.46	0.070	Significant

The calculated 't' value (-0.676) is lesser than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between day scholar and hostel pupils in the possession of perseverance. From the above finding it can be inferred that,

Residence does not play a vital role in the possession of Perseverance Behaviour among B.E d. students. Hence the hypothesis is rejected.

Hypothesis 4

Family Works exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance Behaviour among B.Ed. students in terms of Family works is presented in Table 3.

Variable	Sub Variables	N	Mean	SD	't' Value	Significance At 0.05 Level
Family	Compulsory	181	56.48	11.18		Not Significant
works	Not- Compulsory	219	57.24	11.37	-0.669	

The calculated 't' value (-0.669) is lesser than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in family works between compulsory and not-compulsory pupils in the possession of perseverance. From the above finding it can be inferred that, Family works does not play a vital role in the possession of Perseverance Behaviour among B.Ed. students. **Hence the hypothesis is rejected.**

Hypothesis 5

Food Habit exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance Behaviour among B.Ed. students in terms of Food habit is presented in Table 4.

Variable	Sub Variables	Ν	Mean	SD	't' Value	Significance At 0.05 Level
F 11 1 4	Vegetarian	161	56.22	11.14	0.000	Not Significant
Food habit	Non-Vegetarian	239	57.35	11.37	-0.990	

The calculated 't' value (-0.990) is lesser than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference between vegetarian and non-vegetarian pupils in the possession of perseverance. From the above finding it can be inferred that, Food habit does not play a vital role in the possession of perseverance among secondary school pupils. Hence the hypothesis is rejected.

Hypothesis 6

Family Size exerts a significant influence on perseverance behaviour among B.Ed. college students.

The statistical measures and the results of test of significance of difference between the mean scores of Perseverance Behaviour among B.Ed. students in terms of Family size is presented in Table 5.

Variable	Sub Variables	Ν	Mean	SD	't' Value	Significance At 0.05 Level	
Family	Less than 5	280	57.50	11.19	1 631	Not Significant	
size	5 and above	120	55.48	11.39	1.001	i tot Significant	

The calculated 't' value (1.63) is lesser than the table value (1.96) at 0.05 level of significance. This shows that there is no significant difference in family size between less than 5 members and 5 & above members' pupils in the possession of perseverance. From the above finding it can be inferred that, Family size does not play a vital role in the possession of Perseverance Behaviour among B.Ed. students. Hence the hypothesis is rejected.

Conclusion

The major conclusions emerged out of the present study are as follows:

- 1. Perseverance Behaviour among B.Ed. students is found to be above the average level.
- 2. Perseverance Behaviour among B.Ed. students is found independent upon their Residence, Family works, Food Habit, and Family size.
- 3. Perseverance Behaviour among B.Ed. students is found dependent upon their Sex only.

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SOCIAL ADJUSTMENT AMONG HIGH SCHOOL STUDENTS IN MADURAI DISTRICT

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Abstract

According to Fair Child the varieties of social adjustments are, Interactive: In which man adjusts to others as he functions in economic, religious and other ways. The existing interaction may be characterized as competitive, co-operative etc., Striving; In which there is deliberate effort toward a better or improved adaptation. Accommodative; Described as some relatively stable and mutually accepted relationship among the participants, Associative; In which adjustment is treated as a step or stage in a general associative process. Less Social distance is present than in advance, but more than in accordance. The participants have reached a modus Vivendi in some respects, as it were, and for the rest "agree to disagree". The present investigation was designed to measure the social adjustment among high school students in Madurai district. For this purpose a random sample of 350 high school students was constituted with due representation to the select population variables. The study has revealed that the Gender of high school students play an important role on either increasing or decreasing the social adjustment connected with the area of education. Female students have upper hand in social adjustment than male students. Number of brothers/sisters plays a vital role in social adjustment among high school students. The out of the research shows that high school students have up to 3 having brothers/sisters students do well in social adjustment than 4 & above students. Standard studying also plays a vital role in social adjustment among high school students. It shows that IX standard students do well in social adjustment than X standard students

Introduction

The concept of "adjustment" to environment was first stressed by Charles Darwin and the term "adaptation" has been widely used in the behavioural sciences, it is the process of behaviour by which men and other animal maintain equilibrium among their various needs, According to him adjustment means survival and maladjustment means death". Later on the idea of adjustment has been adopted by the social scientists. Burnham W.H. (1925) holds that "adjustment of individual requires an integration of conflicting tendencies to the demands of the activity in which he is engaged". According to Fisher and Hanna (1931) "adjustment of an individual requires congeniality, compatibility, a harmonious relation between the individual and situation". Q Murry M.C, (1940) express that "once the industry is established persons come from different places, they work under the same roof on the machines together with their co-workers, hence they establish relations with others by coming in contact with them and developing inter-relationships. Finally they become friendly and try to adjust themselves to the work situation. This develops a congenial atmosphere inside the industry, an atmosphere where there is togetherness.

Need of the Study

Social adjustment to academic adjustment, another critical factor which is related to persistence and success in school is social adjustment ability. Integration into the social environment was found to be an essential factor which influences one's commitment to the academic system for traditional students social integration means graduating, a feeling of acceptance and academic adjustment. For nontraditional students. Lack of social integration might be one of the factors that relates to dropping out school and not finishing the course reported that senior students. Five of the factors concerned social adjustment: contact with peers and teachers, assertiveness, advocacy and independence, extracurricular activities and social networks, transportation and orientation and mobility skills. Having this background in mind the investigator pursues this study.

Operational Definitions of the Terms

Social Adjustment- refers to the signal of harmonious relationship between a man and his environment. When we adjust ourselves by this means we are changing in some way to adopt or accommodate ourselves in order to get certain demands of our environment.

High School Students – refers to those who are studying IX and X standard under Tamil Nadu state board syllabus in Madurai district.

Variables of the Study

The study has been designed with the following variables:

Dependent Variables

Social Adjustment

Independent Variables

1.	Gender	: Male / Female
2.	Nativity	: Rural / Urban
3.	Father's Education	: Literate / Illiterate
4.	Mother's Education	: Literate / Illiterate
5.	Number of brothers/ sisters	: Upto 3 / 4 and above
6.	Standard studying	: IX/X

Objectives of the Study

The specific objectives of the present study are as follows:

- 1. To find out the social adjustment of the high school students with respect to the gender.
- 2. To find out the social adjustment of the high school students with respect to the nativity.
- 3. To find out the social adjustment of the high school students with respect to the father's education.
- 4. To find out the social adjustment of the high school students with respect to the mother's education.
- 5. To find out the social adjustment of the high school students with respect to the number of brothers/sisters.
- 6. To find out the social adjustment of the high school students with respect to the standard studying.

Hypotheses of the Study

The study has been designed to verify the following hypotheses:

- 1. There is no significant difference in the social adjustment among high school students with respect to gender.
- 2. There is no significant difference in the social adjustment among high school students with respect to nativity.
- 3. There is no significant difference in the social adjustment among high school students with respect to father's education.
- 4. There is no significant difference in the social adjustment among high school students with respect to mother's education.
- 5. There is no significant difference in the social adjustment among high school students with respect to number of brothers/sisters.
- 6. There is no significant difference in the social adjustment among high school students with respect to standard studying.

Review of Related Literature

Singh, H (2003) made a comparative study on Stress among Male and Female Teachers in Relation to their Personality Needs and Social Adjustment. He found that secondary school male teachers show significant relation in their stress and adjustment while secondary school female teachers show significant negative relationship in their stress and adjustment.

Babu, R. (2004) studied on Higher Secondary Students Attitude towards the study of Commerce and their Social Adjustment. He concluded that, there is a significant relationship between attitude towards the study of commerce and their adjustment of higher secondary students.

Dave, P. and Kulshrestha, A.K. (2004) found that (i) the distribution of adjustment scores of the teachers working in primary schools was found to be normal in nature with slight divergence, which may have been due to sampling fluctuation. The mean value of scores indicated that the primary teachers are highly adjusted in social life and least adjusted in professional life, (ii) the distribution of the teachers according to the level of adjustment in different areas revealed that majority of the teachers have average level of adjustment. They seem to be satisfied or very satisfied with their personal, professional and social life.

Reddy, M.V. (2004) found that social adjustment in both men and women teachers was average and there was no difference in the level of social adjustment.

Manimekhalai, Selvem and Williams (2005) found that boys had more social adjustment problems than girls die to uncontrolled life situations when they were with their parents or the girls adjustment with the conditions of the school. A perusal of the above studies indicates that the studies on gender effects on adjustment yielded contradictory results.

Gurvinder, K. (2007) found that women face more marital adjustment problems. Working women teachers face more marital adjustment problems than non-working women. Vol. 1

John Louis Manoharan, R. (2008) found that teacher trainees' educational qualification has influence on adjustment. But it is interesting to note that trainees with just graduate qualification had a higher level of adjustment than those with post-graduate qualifications. Sex and optional subject groups do not have any influence on adjustment of the B.Ed. teacher trainees

Hypothesis Verification Hypothesis 1

There is no significant difference in the social adjustment among high school students with respect to Gender.

Table 1: Showing Mean and Standard deviation of social adjustment among high schoo
students with respect to Gender

Variable	Mean	S.D	Ν	d.f.	't' Cal. value	ʻt' Tab. value	Level of Significance at (5%)	
Male	75.58	15.89	250	348	348	-2 198	1 96	Significant
Female	75.97	16.65	100		2.170	1.90	Significant	

Hence the Null Hypothesis is Rejected

Inference

From the above table it is clear that obtained 't' value is -2.198, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "**There is a significant difference in the social adjustment among high school students** with respect to Gender". It is further noted that the social adjustment among Female high school students have greater than male students.

Hypothesis 2

There is no significant difference in the social adjustment among high school students with respect to Nativity.

 Table 2: Showing Mean and Standard deviation of social adjustment among high school students with respect to Nativity

Variable	Mean	S.D	Ν	d.f.	ʻt' Cal. value	ʻt' Tab. value	Level of Significance at (5%)
Rural	74.14	16.73	147	240	1 5 7 7	1.06	Not
Urban	76.82	15.56	203	348	-1.527	1.90	Significant

Hence the Null Hypothesis is Accepted

Inference

From the above table it is clear that obtained 't' value is -1.527, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "There is no significant difference in the social adjustment among high school students with respect to Nativity". It is further noted that the social adjustment among Urban high school students have greater than Rural students.

Hypothesis 3

There is no significant difference in the social adjustment among high school students with respect to Father's education.

Table 3: Showing Mean and Standard deviation of social adjustment among high school
students with respect to Father's education

Variable	Mean	S.D	Ν	d.f.	ʻt' Cal. value	't' Tab. value	Level of Significance at (5 %)
Literate	75.89	16.29	241	348	0 346	1.96	Not
Illiterate	75.26	15.71	109		0.540	1.70	Significant

Hence the Null Hypothesis is Accepted

Inference

From the above table it is clear that obtained 't' value is -0.346, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "**There is no significant difference in the social adjustment among high school students** with respect to Father's education". It is further noted that the social adjustment among Illiterate Father's education high school students have greater than literate Father's education students.

Hypothesis 4

There is no significant difference in the social adjustment among high school students with respect to Mother's education.

Table 4: Showing Mean and Standard deviation of social adjustment among high schoo
students with respect to Mother's education

Variable	Mean	S.D	Ν	d.f.	ʻt' Cal. value	ʻt' Tab. value	Level of Significance at (5%)
Literate	75.57	15.91	220	3/8	0.460	1.06	Not Significant
Illiterate	76.41	16.29	130	540	-0.400	1.90	Not Significant

Hence the Null Hypothesis is Accepted

Inference

From the above table it is clear that obtained 't' value is -0.460, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is accepted. It is concluded that "There is no significant difference in the social adjustment among high school students with respect to Mother's education". It is further noted that the social adjustment among Illiterate Mother's education high school students have greater than literate Mother's education students.

Hypothesis 5

There is no significant difference in the social adjustment among high school students with respect to Number of brothers/sisters.

Table 5: Showing Mean and Standard deviation of social adjustment among high school students with respect to Number of brothers/sisters

Variable	Mean	S.D	Ν	d.f.	ʻt' Cal. value	't' Tab. value	Level of Significance at (5%)	
Up to 3	76.45	15.29	141	348	2 730	1.96	Significant	
4 & above	75.18	16.60	209	5-40	2.750	1.90	Significant	

Hence the Null Hypothesis is Rejected

Inference

From the above table it is clear that obtained 't' value is -2.730, which is higher than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the social adjustment among high school students with respect to Number of brothers/sisters". It is further noted that the social adjustment among up to 3 brothers/sisters having high school students have greater than 4&above brothers/sisters having students.

Hypothesis 6

There is no significant difference in the social adjustment among high school students with respect to standard studying.

Table 6: Showing Mean and Standard deviation of social adjustment among high school students with respect to standard studying

Variable	Mean	S.D	Ν	d.f.	ʻt' Cal. value	ʻt' Tab. value	Level of Significance at (5%)
IX	76.99	15.75	277	3/18	2 8 7 8	1 96	Significant
Х	70.78	16.56	73	540	2.070	1.90	Significant

Hence the Null Hypothesis is Rejected

Inference

From the above table it is clear that obtained 't' value is 2.878, which is lower than the table value 1.96 at 0.05 level. Hence the null hypothesis is rejected. It is concluded that "There is a significant difference in the social adjustment among high school students with respect to Standard studying". It is further noted that the social adjustment among X standard high school students have greater than IX standard students.

Findings of the Study

- It was found that there is a significant difference in the social adjustment among high school students with respect to Gender.
- It was found that there is no significant difference in the social adjustment among high school students with respect to Nativity.
- It was found that there is no significant difference in the social adjustment among high school students with respect to Father's education.
- It was found that there is no significant difference in the tolerance among high school students with respect to Mother's education.
- It was found that there is a significant difference in the social adjustment among high school students with respect to Number of brothers/sisters.
- It was found that there is a significant difference in the social adjustment among high school students with respect to standard studying.

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METACOGNITION AMONG HIGH SCHOOL TEACHERS

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Abstract

The present study is entitled as "Metacognition among High School Teachers". Metacognition is one of the greatest concerns of teachers. The quality of education depends upon the higher order thinking of teachers and students in other words their metacognition. In the field of educational psychology, metacognition is an emerging concept. Metacognitive activities are there in every one's daily life. Metacognition enables an individual to become a successful learner. It is being associated with intelligence. The study of metacognition has provided educational psychologists with insight about the cognitive processes involved in learning and what differentiates successful students from their less successful peers. It also holds several implications for instructional interventions, such as teaching students how to be more aware of their learning processes and products as well as how to regulate those processes for more effective learning. The research was a survey type, which consists of purposive sampling of 100 high school teachers in Dindigul district. The investigator has constructed and validated the Metacognition scale. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, 't'-test and ANOVA.

Introduction

The word 'Cognition' comes from the Latin term 'cognoscere' which means "to know." It covers the process of thought and involves various modes of knowing, such as perceiving, remembering, imaging, conceiving, and judging. Metacognition is defined as cognition about cognition and refers to cognitive processes that are involved in appraisal, monitoring or control of cognition (Flavell, 1979). Metacognition often referred to as "thinking about thinking," is defined as "one's knowledge concerning one's own cognitive processes and products or anything related to them". With respect to learning, this can be interpreted as an individual's awareness of what they have and have not learned. Metacognition is essential for teachers to in order to self-regulate and guide students. Metacognition refers, among other things, to the active monitoring and consequent regulation and orchestration of these processes in relation to the cognitive objects or data on which they bear, usually in the service of some concrete goal or objective" (Flavell, 1976).

Significance of the Study

Teachers are considered as an important entity to facilitate students in the classroom. Through transacting curriculum in the school, it is the sole responsibility of the teacher to decide how and through what activity and kind of experience he/she wants to make students to think about themselves. Hence, it is expected that teacher resolve to be a person of rational thought, exhibiting democratic behavior, anxiety free and stable minded. It is generally agreed that the goodness of an educational programme to a large extent is dependent on the quality of teachers available to implement it. The quality of education depends upon the higher order thinking of teachers and students in other words their metacognition. Metacognition is thinking about one's own thinking. More technically, metacognition involves in the ability to evaluate one's own comprehension of subject matter and use that evaluation to predict how well one might perform a task. It refers to our understanding and control over our own thinking processes including awareness, control and regulation (Sternberg, 2009). It is extremely important that metacognitive skills are taught within the educational system, regarding their role in the development of students' scientific competence and raising the achievement level (Larkin, 2009). The study of metacognition has provided educational psychologists with insight about the cognitive processes involved in learning and what differentiates successful students from their less successful peers. It also holds several implications for instructional interventions, such as teaching students how to be more aware of their learning processes and products as well as how to regulate those processes for more effective learning. By this study the investigator wants to find out the metacognition among high school teachers.

Objectives

- 1. To find out the level of metacognition among high school teachers.
- 2. To find out the level of metacognition among high school teachers with regard to the selected background variables such as locality of school and type of school.
- 3. To find out whether there is any significant difference in metacognition among high school teachers with regard to the selected background variables such as locality of school and type of school.

Hypotheses

 H_01 : There is no significant difference between male and female high school teachers in their metacognition.

 H_02 : There is no significant difference among government, aided and matriculation school high school teachers in their metacognition.

Delimitations of the Study

- 1. The study is limited to high school teachers in Dindigul district only.
- 2. The investigator has proposed to choose only 100 teachers as sample for the study.

Background of the Study

Parvathi, S. U. (2014). Conducted a study on Metacognition, teaching competency and attitude towards teaching profession of prospective mathematics teachers. The findings of the study were that there was significant difference in the metacognition of prospective mathematics teachers in the dimension memory with respect to gender, there was significant difference in the metacognition of prospective mathematics teachers in the dimensions 'planning' and 'monitoring' with respect to educational qualification and there was significant difference in the metacognition of prospective mathematics teachers in total and in

the dimensions 'memory',' monitoring' and 'evaluation' with respect to medium of instruction at school level.

Prytula, M. P. (2012). Made a study on, Teacher metacognition within the professional learning community, The findings of the study revealed that as members of professional learning communities, participants had the opportunity to reflect on and analyze their thoughts and to different degrees, put or plan to put thoughts to action and the professional learning communities leaders' metacognitive ability impacted the type of work that they led in the professional learning communities.

Method Used

The investigator has adopted survey method in this study to measure the Metacognition among High School Teachers.

Population and Sample

The population of the present study consists of teachers those who are working in high schools of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 100 high school teachers. Among them 28 were male and 72 were female high school teachers.

Tool Used

To study the Metacognition among High School Teachers the investigator has constructed and validated the Metacognition Scale by self under the guidance of his research guide.

Statistics Techniques Used

Percentage analysis, 't' and ANOVA tests were used in this study.

Analysis of Data

Table 1 Level of Metacognition among High School Teachers

Dimensions	Lo	W	Mo	derate	High	
Dimensions	Ν	%	Ν	%	Ν	%
Knowledge of Cognition	13	13.0	67	67.0	20	20.0
Regulation of Cognition	9	9.0	75	75.0	16	16.0
Metacognition	9	9.0	71	71.0	20	20.0

Table 2 Level of Metacognition among High SchoolTeachers With regard to Locality of School

Dimonsions	Locality of		Low	Moderate		High	
Dimensions	School	Ν	%	Ν	%	Ν	%
Knowledge	Rural	9	69.2	30	44.8	5	25.0
of Cognition	Urban	4	30.8	37	55.2	15	75.0
Regulation	Rural	5	55.6	32	42.7	7	43.8
of Cognition	Urban	4	44.4	43	57.3	9	56.2
Mataganitian	Rural	7	77.8	31	43.7	6	30.0
wietacognition	Urban	2	22.2	40	56.3	14	70.0

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		Low			derate	High	
Dimensions	Type of School	Ν	%	N	%	N	%
	Government	8	61.5	25	37.3	1	5.0
Knowledge of Cognition	Aided	2	15.4	31	46.3	15	75.0
	Matriculation	3	23.1	11	16.4	4	20.0
	Government	5	55.6	26	34.7	3	18.8
Regulation of Cognition	Aided	1	11.1	38	50.7	9	56.2
or cognition	Matriculation	3	33.3	11	14.7	4	25.0
Metacognition	Government	6	66.7	26	36.6	2	10.0
	Aided	0	0.0	34	47.9	14	70.0
	Matriculation	3	33.3	11	15.5	4	20.0

Table 3 Level of Metacognition among High School Teachers with regard to Type of School

Table 4 Difference between Rural and Urban School High School Teachers in their Metacognition

Dimensions	Locality of School	N	Mean	S.D	'P' value	Remarks	
Knowledge	Rural	44	82.00	9.479	0.044	S	
of Cognition	Urban	56	85.77	8.737	0.044	3	
Regulation of Cognition	Rural	44	85.05	10.202	0.049	S	
	Urban	56	88.80	9.148	0.047		
Metacognition	Rural	44	167.05	17.509	0.027	S	
	Urban	56	174.57	15.435	0.027	3	

Table 5 Difference among Government, Aided and Matriculation School High School **Teachers in their Metacognition**

Sources of		df = 2	, 97	(D)	
Dimensions	variation	Sum of squares	Mean square	value	Remarks
Knowledge	Between	718.741	359.371	0.012	c
of Cognition	Within	7693.049	79.310	0.015	3
Regulation	Between	866.786	433.393	0.000	6
of Cognition	Within	8559.964	88.247	0.009	3
Motocognition	Between	3156.111	1578.055	0.002	6
Wietacognition	Within	24525.129	252.836	0.005	3

Results and Discussion

• The table 1 reveals that the level of metacognition and its dimensions of high school teachers in terms of total sample are moderate. Among the sample 20% have high level knowledge of cognition and 16% have high level regulation of cognition and 20.0% have high level metacognition.

- The table 2 reveals that the level of metacognition and its dimensions of high school teachers with regard to locality of school are moderate. Among the sample 25.0% of rural and 75.0% of urban high school teachers have high knowledge of cognition, 43.8% of rural and 56.2% of urban high school teachers have high regulation of cognition and 30.0% of rural and 70.0% of urban high school teachers have high metacognition.
- The table 3 reveals that the level of metacognition and its dimensions of high school teachers with regard to type of school are moderate. Among the sample 5.0% of government, 75.0% of aided and 20.0% of matriculation school high school teachers have high knowledge of cognition, 18.8% of government, 56.2% of aided and 25.0% of matriculation school high school teachers have high regulation of cognition and 10.0% of government, 70.0% of aided and 20.0% of matriculation school high school teachers have high metacognition.
- The table 4 reveals that there is significant difference between rural and urban school high school teachers in their knowledge of cognition, regulation cognition and metacognition. While comparing the mean scores, the urban school high school teachers are better than the rural school high school teachers in their knowledge of cognition, regulation cognition and metacognition. This may due to the fact that urban school teachers have more exposure to the outer world that helps them to set goals and also it helps them to plan, monitor, and evaluate their thinking process to reach their set goals.
- The table 5 reveals that there is significant difference between government, aided and matriculation school high school teachers in their knowledge of cognition, regulation cognition and metacognition. While comparing the mean scores, the aided school high school teachers are better than the government and matriculation school high school teachers in their knowledge of cognition, regulation cognition and metacognition. This may due to the fact that the aided schools have conducive metacognitive environment which develops their awareness on thinking. Teachers also discuss about their thinking strategies among themselves and that enables them to develop their Metacognitive skills.

Conclusion

The result reveals that the high school teachers from rural schools in general and government and matriculation high school teachers need to develop their metacognitive skills. The government should create a suitable metacognitive environment by which the teachers may become aware of their own thinking. The school libraries, the media and invited specialists may help them to develop their metacognitive strategies. Metacognitive skills are essential for the 21st century teachers. This would enable the teachers to cope up with the new situations and they will become good thinkers in near future.

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INTERPERSONAL INTELLIGENCE SCALE: CONSTRUCTION AND STANDARDISATION

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Abstract

The paper reports about the construction and standardization of interpersonal intelligence scale. Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. The steps followed for its construction and standardization are (i) Planning, (ii) Item Writing, (iii) Pilot study, (iv) Validity, (v) Reliability, (vi)Framing of Final Draft. The researcher developed the preliminary version of Interpersonal intelligence Scale (50 statements) with simple, clear and concise statements for better understanding both in Tamil version. The validity for each item was tested. The item validity was calculated by finding the correlation between the total score and item score. Thus the final Interpersonal intelligence scale consists of 32 items. This questionnaire was aimed at uncovering the knowledge and conceptions of high school students about the Interpersonal intelligence. This tool will help to the Interpersonal intelligence, **Key Words:** Education, Interpersonal intelligence,

Introduction

Education is help to develop natural intelligence in different ways. Many people have abilities in different areas that are made to shine, when they receive education. Others do not receive the right type of education and their abilities lie latent within them. Intelligence is an innate and natural ability that we are born with. It involves our natural abilities. Intelligence can be more generally described as the ability to perceive information, and to retain it as knowledge to be applied towards adaptive behaviors within an environment or context. Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to understand the intentions, motivations and desires of other people. It allows people to work effectively with others. Educators, Teachers, social workers, actors, and politicians, salespeople, religious and political leaders and counsellors all need a well-developed interpersonal intelligence.

Construction of Tools

There are some general principles and procedures which one has to follow while constructing a tool. The major steps followed in the construction of the tool 'Interpersonal intelligence scale is described under difference heads.

- i) Planning of the test
- ii) Item writing

- iii) Pilot study
- iv) Validity
- v) Reliability
- vi) Framing of final draft

i) Planning of the Test

Interpersonal Intelligence scale prepared by the investigator and guide aims at measuring the Interpersonal Intelligence of high School Students. A number of studies related to Interpersonal Intelligence were collected to prepare item for the tool.

ii) Item Writing

The important first step in the construction of any research is writing of suitable item. After a thorough and careful study of the literature available, the investigator collected materials from books, journals, and prepared the items. In the initial stage 50 items were pooled covering different major dimensions of Interpersonal intelligence namely empathy, amiability, social persuasion, guidance and respect. These items were given to the experts. They scrutinized the items and gave many suggestions. Based on their suggestions, some items were deleted and some items were modified. Thus, the investigator finally has 50 items and it was translated into Tamil. A preliminary draft of Interpersonal Intelligence scale is given in the table.

		-	8
S. No.	Dimensions	List of items	No. of items
1	Empathy	1-12	12
2	Amiability	13-24	12
3	Social persuasion	25-34	10
4	Guidance	35-45	11
5	Respect	46-50	5
	50		

 Table 1: Dimensions and No. of items in Interpersonal Intelligence Scale

Table 2: Positive and Negative items in the PreliminaryDraft of Interpersonal Intelligence

		· 0
Sl. No.	Items	Number of items
1	Positive	1,2,3,4,5,6,7,8,9,11,12,13,14,15,16,18,20,21,22,23,24,25,26,27,28,29,
1	items	30,31,32,33,34,36,37,38,39,40,41,42,43,44,45,46,47,48,49,50.
ſ	Negative	10 17 10 25
2	items	10,17,19,55.

iii) Pilot Study

A preliminary try out was made to find out the weakness and workability of the items. The difficulties in responding the items and rough estimate of the time limit for responding the item were noted. This step helped the investigator to modify certain technical terms, which were vague and questionable. For this purpose, the scale was given to students. The investigator decided to have the items which are simple and the statement in easy to understand for the high school students. The investigator framed the items on five point scale, namely strongly agree, agree, un decidable, disagree, strongly disagree. The investigator showed Interpersonal Intelligence scale to two experienced teacher educators and to verify the suitability. After careful tailoring, 50 items were retained. The high school students were instructed to select the best option against the statement by marking a (\checkmark) in the relevant column.

For positive items, a maximum score of 5 was given for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. For negative items, a maximum score of 5 was given for strongly disagree, 4 for disagree, 3 for undecided, 2 for agree, and 1 for strongly agree. For validating the preliminary draft of Interpersonal Intelligence scale was given to the high school students.

 Table 3: Number of students from the school for pilot study

Sl. No.	Name of the School	No. of Sample
1.	Government Girls Higher Secondary School, Puliangudi.	50

iv) Validity

Procedure of validating the items is a given below. The sum of the scores obtained by the entire respondent was calculated individually. The co-efficient of correlation between each item by all the scores of 50 items each scores was calculated using the following person Product Moment Formula. The validity for each item was tested.

A maximum score of 5 was give to strongly agree, 4 for agree, 3 for undecided, 2 for disagree, 1 for strongly disagree.

 $r = \frac{\sum (x-X)(y-Y)}{\sqrt{(x-X)^2 - (y-Y)^2}}$

r = Co- efficient of correlation

X= Mean of raw score of higher secondary students

x= Raw score of higher secondary students response in each item

Y= Grand total of score by each item

y= Mean of grand total score by each item

v) Reliability

The 50 items in the tool were divided into two equivalent half such as odd and even items and the two set of scores were correlated. By this split-half correlation method was calculated. Then the reliability of the tool was estimated by the following spearmen brown prophecy formula,

$$r = \frac{2r}{1+r}$$

r = Correlation co-efficient

r = Reliability co-efficient of the tool

Thus the correlation, co-efficient (r) and reliability co-efficient were found to be 0.651014 and 0.78862 respecting.

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vi) Framing of final draft

The final draft had 32 items. The items were neatly printed and administrated the target high school students to record their opinions. The final drafts of items are positive items. The final drafts of items were in the following table.

Sl. No.	Items	Item numbers	Number of Items
1.	Positive	1,2,3,4,6,12,14,16,21,23,25,26,27,28,29,30,31,	32
	Items	52,55,54,50,57,56,57,41,42,44,45,40,47,47,50 Total Number of Items	22
		32	

Table 4: Positive and negative items in the final draft

Conclusion

This questionnaire was aimed at uncovering the knowledge and conceptions of high school students about the Interpersonal Intelligence. This tool will help to the Interpersonal Intelligence of high school students.

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CONSTRUCTION OF PERCEPTION TOWARDS FAMILY ENVIRONMENT SCALE

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Abstract

The term Family Environment refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally. Family Environment is an external factor and parents- students relations is an internal factor. The parents should try to provide healthy environment in the family because children spend most of their time in family children take up the ideals and traditions of the social group in which they live. Hence a proper social environment that children express their interest likes and positive attitudes. A proper, rational, healthy, atmosphere, atmosphere in the family enables the child to develop rational habits and rational attitude towards society. There is an urgent need to make more research on impact of family environment on various aspects of education. So, it was decided to construct a family environment scale for high school students. The family environment scale was constructed and standardized to measure the family environment of high school students. The steps followed for its construction and standardization are (i) Planning, (ii) Preparation of preliminary version, (iii) Pre-tryout, (iv) Editing, (v) Pilot study (Try out), (vi) Item validity and (vii) Preparation of final version. The researcher developed the preliminary version of family environment scale (31 statements) with simple, clear and concise statements for better understanding both in Tamil and English version. The validity for each item was tested. The item validity was calculated by finding the correlation between the total score and item score. Thus the final family environment scale consists of 23 items. This questionnaire was aimed at uncovering the perception of high school students about the family environment. This tool will help to find out details about perception of family environment of high school students

Introduction

The term Family Environment refers to all the objects, forces and conditions in the family which influence the child physically, intellectually and emotionally. Family Environment is an external factor and parents-students relations is an internal factor. The parents should try to provide healthy environment in the family because children spend most of their time in family children take up the ideals and traditions of the social group in which they live. Hence a proper social environment that children express their interest likes and positive attitudes. A proper, rational, healthy, atmosphere, atmosphere in the family enables the child to develop rational habits and rational attitude towards society. A healthy family is well ventilated; free of pests toxics, and dangerous gases, dry, clean, comfortable and affordable. Good construction and maintenance practices can achieve these conditions, even in an older family.

Preparation of Perception towards Family Environment Scale

Collection of relevant data is one of the most important steps in any research especially in the field of education. For this, an appropriate instrument or tool is very

essential. In certain cases such as may not work suitable. In such case the investigator has to prepare suitable tool, which will work adequately with the subjects selected for this study.

Steps in survey research

In this study the investigator wants to compare the perception towards value perception and family environment of high school students through the survey method of research. For that, the perception towards family environment scale was prepared and validated by V. Shankaranarayanan (investigator) and Dr. N. Subramanian (guide) in 2016.

Perception towards family environment

Perception towards family environment scale was prepared and validated by V. Shankaranrayanan and Dr. N. Subramanian (2016). It was titled as "*Perception towards family environment Scale*". It is meant for the high school students and important considerations and procedures followed in the construction of the tool.

There are some general principles and procedures which one has to follow while constructing a tool. The major steps followed in the construction of the tool, H.E.S are described under difference heads (Shankala, 2007).

- i. Planning of the test
- ii. Item writing
- iii. Pilot study
- iv. Validity
- v. Reliability
- vi. Framing of final draft

I. Planning of the Test

The perception towards family environment scale prepared by V. Shankaranarayanan and Dr. N. Subramanian aimed at measuring the perception towards family environment of high school students.

II. Item Writing

In the process of item writing, the important step is writing of suitable item. After a thorough and careful study of the some Educational Psychology books and books related to family environment. The investigator collected materials and prepared a number of various aspects of perception towards family environment of high school students.

Sl. No.	Name of the School	Name of the Sample
1.	Seeniammal High School, Chinthamani.	25
2.	Hindu Nadar High School, Kadayanallur	25
Т	otal Number of High School Students	50

Table 1: Sample Distribution for Pilot Study

This scale covers the decision features of the needed data. This method used in item writing was the fixed response method and the respondent has to select one. The items were

referred to experts for modification. As per their suggestions, some items were deleted and some were modified. The edited items were put up in a random manner including number of items for "Perception towards family Environment Scale".

III. Pilot Study

A preliminary try out was made to find out the weakness and workability of the items. The difficulties in responding the items and rough estimate of the time limit for responding the item were noted. This step helped the investigator to modify certain technical terms, which were vague and questionable. For this purpose, the scale was given to the experts in the field of education and psychology. The investigator decided to have the items which are simple and the statement in easy to understand for the high school students. The investigator framed the items on two point scale, namely yes and no. After careful tailoring, 31 items were retained. The high school students were instructed to select the best option against the statement by marking a (\checkmark) in the relevant column. The preliminary draft consists of 31 items. All the 31 items in the family environment scale are positive in nature. For positive items, a maximum score of 1 was given for yes and 0 for no.

IV. Validity

Procedure of validating the items is an given below. The row and the column of the table was assigned for number or respondent 1-50 and items were numbered 1-52 in the preliminary draft perception towards family environment scale of each responded were recorded in item wise table. The sum of the scores obtained by the entire respondent was calculated individually. The co-efficient of correlation between each item by all the scores of 31 items each scores was calculated using the following pearson product moment formula. The validity for each item was tested. The item validity was calculated by finding the correlation between the total score and item score. The table value for 5% significance is 0.26. The calculated value of each item below 0.195 was discarded and the items having the value 0.26 and above were retained. Thus the final perception towards family environment scale consists of 23 items.

Item No.	r-Values	Selected Items
1	-0.07746	
2	0.192238	
3	0.409112	✓
4	0.307488	√
5	0.20427	
6	0.543134	✓
7	0.401044	✓
8	0.147024	
9	0.355198	✓
10	0.410605	√
11	0.411626	✓
12	0.531388	✓
13	0.320808	✓

14	0.208541	
15	0.411439	✓
16	0.574666	✓
17	0.406931	✓
18	0.585406	✓
19	0.625356	✓
20	0.247533	
21	0.390436	\checkmark
22	0.386772	✓
23	0.342339	✓
24	0.39252	✓
25	0.502113	✓
26	0.513212	✓
27	0.224637	
28	0.340782	\checkmark
29	0.551591	✓
30	0.370103	\checkmark
31	0.188035	

A maximum score of 1 was give to yes, 0 for no.

$$r = \frac{\sum (x - X)(y - Y)}{\sqrt{(x - X)^2 - (y - Y)^2}}$$

r = Co-efficient of correlation

X = Mean of raw score of high school students

x = Raw score of high school students response in each item

Y = Grand total of score by each item

y = Mean of grand total score by each item

V. Reliability:

The items in the tool were divided into two equivalent half such as odd and even items and the two set of scores were correlated. By this split-half correlation method was calculated. Then the reliability of the tool was estimated by the following Spearmen Brown Prophecy formula,

$$r = \frac{2r}{1+r}$$

r = Correlation co-efficient

r = Reliability co-efficient of the tool

Thus the correlation, co-efficient (r) and reliability co-efficient were found to be 0.4082 and 0.6222 respecting.

VI. Framing of final draft

The final draft had 23 items. The items were neatly printed and administered the target high school student's record their opinions.

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Conclusion

This questionnaire was aimed at uncovering the knowledge and conceptions of high school students about their family environment. This tool will help to find out the family environment of high school students.

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CONSTRUCTION OF ATTITUDE SCALE ON INDIAN TRAFFIC RULES

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Abstract

Traffic rules of the roads are both the laws and the informal rules that may have been developed over time to facilitate the orderly and timely flow of traffic. Even though there are number of rules available for traffic safety, still there is a lack in active followers. It is essential for a teacher who should know the traffic rules. Then only he / she will teach their students a safer road usage. The investigator intends to study the attitude over Indian traffic rules among B.Ed students, because today's students are the future teachers. So, the investigator constructs a tool to measure the attitude over Indian traffic rules. It also explains the procedures in item writing, pilot study, establishing validity and reliability, statistics used to select the appropriate items. **Key words:** Attitude, Indian Traffic Rules

Introduction

Traffic rules of the roads are both the laws and the informal rules that may have been developed over time to facilitate the orderly and timely flow of traffic. With the replacement of ancient horse driven carts with cars and trucks, the speed of the traffic increased paving way for the need of smooth roads and yet smoother traffic. So, to curb the need of the smoother traffic, some rules were devised to assure that the traffic runs smooth. Almost all of the roadways traffic rules are built with devices meant to control traffic. A person is supposed to be familiar (get through a written or oral test) with the traffic signs and symbols before acquiring a driving license in India. Traffic rules are made for avoiding the unwanted accidents in roads. These rules play a significant role in our traffic system. We must follow the traffic rules to maintain a smooth and sound traffic system. Following these rules may reduce so many road accidents. So everyone should follow the traffic rules and signs for safe and secure journey.

Education about road safety is often provided in schools, colleges, workplaces, clubs and public places. However, there could be other ways to create mass awareness. According to a report published by the World Health Organization (2013), India has the highest number of road accidental deaths (105,725 people died on the road) in the world. It is essential for a teacher who should know the traffic rules. Then only he / she will teach their students about safer road usage. The attitude over the traffic rules should be measured to improve or to modify the existing traffic rules. So, the investigator wishes to construct a tool to measure the attitude towards Indian Traffic rules and it was aimed at the target group of B.Ed students.

Construction of the Tool

The major steps followed in the construction of "*Attitude Scale on Indian Traffic Rules*" are described under difference heads.

I. Planning of the test

The attitude scale on Indian Traffic Rules was prepared by the investigator and guide aims at measuring the attitude towards Indian Traffic Rules among B.Ed students. Vast numbers of literature related to Indian Traffic Rules were collected to prepare items for the tool.

II. Item Writing

The important first step in the construction of any tool is writing of suitable items. After a thorough and careful study of the literature available, the investigator collected materials from books, journals, and prepared the items. In the initial stage 38 items were constructed covering of Indian Traffic Rules. The investigator showed the tool to two experts to verify the suitability of the items to the target students. They scrutinized the items and gave many suggestions. Based on their suggestions, some items were deleted and some items were modified. Thus, the investigator finally has 34 positive items, and it was translated into Tamil language too.

III. Pilot Study

A preliminary try out was made to find out the neatness and workability of the items. The difficulties in responding the items and rough estimate of the time limit for responding the item were noted. This step helped the investigator to modify certain technical terms, which were vague and questionable. For this purpose, the scale was given to some B.Ed students. The investigator framed the items on five point scale, namely strongly agree, agree, undecidable, disagree, strongly disagree. The B.Ed Students were instructed to select the best option against the statement by marking a (\checkmark) in the relevant column. For the items, a maximum score of 5 was given for strongly agree, 4 for agree, 3 for undecided, 2 for disagree and 1 for strongly disagree. For validating the preliminary draft of Attitude Scale on Indian Traffic Rules was given to 50 B.Ed college students.

Table 1 Number of students for pilot study

Sl. No.	Name of the College	No. of Sample
1.	S. Veerasamy Chettiar College of Education, Puliangudi.	50

IV. Validity

The correlation co-efficient for 34 items was calculated using Person Product Moment formula.

$$r = \frac{\sum (x - X)(y - Y)}{\sqrt{(x - X)^2 - (y - Y)^2}}$$

r = Co-efficient of correlation

X = Mean of raw score of higher secondary students

x = Raw score of higher secondary students response in each item

Y = Grand total of score by each item

y = Mean of grand total score by each item

The items which have the 'r' value greater than 0.26 were selected and all other items were rejected.

V. Reliability

The 34 items in the tool were divided into two equivalent half such as odd and even items and the two set of scores were correlated by using the Split-half method and the correlation co-efficient (r) was calculated. Then the reliability co-efficient (r') of the tool was estimated by using the Spearmen brown prophecy formula,

$$r' = \frac{2r}{1+r}$$

r = Correlation co-efficient

r' = Reliability co-efficient of the tool

Thus the correlation co-efficient (r) and reliability co-efficient (r') were found to be 0.6082 and 0.7564 respectively.

VI. Framing of final draft

The items which have the 'r' value greater than 0.26 were selected and all other items were rejected. Thus the tool has 24 items and will be used for the data collection.

Conclusion

Attitude Scale on Indian Traffic Rules was constructed. As the reliability and validity are established, this tool will help the future researchers to measure the attitude towards the Indian Traffic Rules among B.Ed students.

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CLASSROOM MANAGEMENT STYLE AMONG COLLEGE TEACHERS IN MADURAI

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Introduction

Teachers are required to follow certain curriculums for their classes that are set either by the school or the state, but neither of those governing bodies instruct them on how to manage their classrooms. So, teachers have a few options: They can either take complete control of their classroom, let their students run free, or do something in-between. In this classroom management style, the teacher has all of the power and control in the classroom, no questions asked. There are strict rules to follow, such as assigned seating, and if students don't comply, there are consequences. Some benefits of this style include: high efficiency, stability for both teacher and students, and very little room for nonsense. On the other hand, a downside to this style is that students may feel powerless because they don't have much room for creativity.

Think about the "cool" teachers you had in school; they were the ones who used the democratic approach to classroom management. This style gives the students more power when it comes to setting rules and punishments and other major decisions. Teachers who employ this technique give their students more freedom and rarely enforce punishments. Students like this management style because their feelings and opinions are taken into account, but there is a chance that learning may be hindered because of the lack of structure and discipline.

This is probably not a style that most teachers would brag about using in their classroom, but quite a few teachers do use the free-for-all management style. In this classroom, teachers have little to no control over their classroom and allow their students to do as they please. They do not plan out concrete lessons and generally do not give many assignments to the students. As a result, the students do not learn very much and other behavioral issues can arise between them because of the teacher's lack of intervention.

Need for the Study

Classroom management is one of the most important roles played by teachers because it determines teaching success. Effective teachers appear to be effective with students of all achievement levels regardless of the levels of heterogeneity in their classes. Even if the school they work in is highly ineffective, individual teachers can produce powerful gains in student learning. Effective teachers are passionate about educating their students. They want to spend their time teaching, not dealing with classroom disruptions.

Effective use of classroom management techniques can dramatically decrease the disruptions in your classes. Students in classes where effective management techniques are employed have achievement higher than students in classes where effective management techniques are not employed.

It is not possible for a teacher to conduct instruction or for students to work productively if they have no guidelines for how to behave or when to move about the room, or if they frequently interrupt teacher and one another. Students in the class where rules and procedures were implemented might have been less disruptive by their very nature than students in the class that did not implement rules and procedures.

Related Studies

Martin and Baldwin (1996) extended their research to investigate the differences between the classroom management style of elementary and secondary level educators and their beliefs regarding the nature of appropriate and inappropriate student behaviors. The findings indicated that elementary teachers scored significantly less interventionist than their secondary level counterparts.

Laut (1999) conducted a study on beliefs of pre service teachers and classroom teacher concerning classroom management styles. It was hypothesized that greater experience in teaching would be associated with less interventionist management styles. Findings suggested that there were no differences on the classroom management style. Pre service teachers- those with the least teaching experience - were more non-interventionist than other group. Interns with the middle level of teaching experience were more interventionist than experienced teachers. The experienced teachers, also reacting in a non-interventionist manner, same to the practicum pre service - students. According to results of this study, as mentioned, for intern teachers (Middle level of teaching experience) is easier to interact with the students from an interventionist position than create opportunities for students to communication with the teacher. There is greater security for the teacher with specific rules and procedures are stabilized and management restricted to use of; direction statement, modeling behavior, reinforcement, intervention and isolation. There can be little doubt that beliefs regarding experiences and the manner in that teachers approach them, to create a unique and individual styles of classroom management. Of great importance is that efficient lesson planning and effective classroom management are both necessary in order for learning to take place.

Akbaba (1998) in his study examined 14 sixth grade teachers' opinions about classroom management, gathering information from on online discussion group. It was found that nine teachers (64, 21) were using the interventionist classroom management approach, three teachers (21.4%) were using the interactionalist classroom management approach, and only one teacher (7%) was using both the interactionalist and the interventionist. Based on the data analysis, the interventionist classroom management approach is the most frequently used one by the teachers. It seems that teachers still determine the rules (instructional Behavioral) by themselves and like to run the classroom with these rules. They also support or prevent behaviors with reinforcements. It is also found interesting that none of 14 teachers was using the non-interventionist approach, although the importance of humanities approach is mentioned in many educational environments there might be some reasons for teachers such as that humanistic approach or non-interventionist approach takes time to apply perfectly in the classroom. In addition, they do not find it appropriate situations. Classroom

management depends on many things such as class size, the place where school is located, socio-economic status of students and their aspiration for education and students personal characteristics. Moreover, to being awarded of all theories that they provide basis for classroom management models, is necessary, too. Stensmo (1995) conducted a study on classroom management styles in context- two grades 5 Swedish teacher-in terms of five management tasks: planning, control, motivation, grouping, and individualization. He in his study reported that Mrs. A reflected a production oriented style, focusing on subject matter and tight management of classroom activities towards teacher defined goals. Mr. B exhibited a more relation oriented style, focusing on individual students, and a soft management of classroom activities according to expressed students needs and feelings. Mrs. A. and Mr. B work in the same school context with parallel classes. This means that they have common conditions; common goals and curricula. But the school context also permits them to work differently in their classrooms. Mrs. A and Mr. B have different kinds of philosophies of Education Mrs. A stands for a philosophy of 45 adjustment and Mr. B. stands for a philosophy of change. Mrs. A. class is a teacher- centered (interventionist), following Mrs. A: agenda through the curriculum. Mr. B. class is a student – centered (non-interventionist), following individuals agenda.

Terms and Definitions

Classroom Management Style - refers to all the things a teacher does to organize students for student learning can take place.

College Teachers – refers to those who are working as Teachers in Arts and Science Colleges in Madurai.

Variables of the Study

Dependent Variable - Classroom Management Style **Independent Variable**

-		
1. Sex		: Male / Female
2. Relig	gion	: Hindu / Muslim / Christian
3. News	spaper Reading	: Yes / No
4. Telev	vision Viewing	: Yes / No
5. Food	Habit	: Vegetarian / Non-vegetarian

Objectives of the Study

- 1. To measure the Classroom Management Style among College Teachers in Madurai.
- 2. To find out whether there is significant difference in Classroom Management Style among College Teachers in Madurai.

Hypothesis of the Study

Each of the population variable involved in this study exerts a significant influence on Classroom Management Style among College Teachers in Madurai.

Methodology in Brief

Sample

A random sample of 282 College Teachers in Madurai with due representation to the variables, viz. Sex, Religion, Newspaper Reading, Television Viewing, and Food Habit.

Tools Used

- 1. General Information Sheet structured by the Investigator.
- 2. Classroom Management Style Inventory structured by the investigator.

Statistical Treatments

't'-test for significance of a difference between the means of large independent samples.

Results and Discussions

Classroom Management Style among College Teachers in Chennai

The **empirical average** of Classroom Management Style among College Teachers in Madurai is found to be 30.89, while the **theoretical average** is 20 only. This shows that Classroom Management Style among College Teachers in Madurai is found well above the average level.

Table 1: Results of test of significance of difference between the mean scores of Classroom Management Style among College Teachers in Madurai: Population Variables – Wise

Sl.	Variabla	Sub Variables	N	М	S.D.	't'-	Significance	
No.	v al labic	Sub-variables	18	IVI		value	at 0.05 level	
1	Sev	Male	166	31.70	6.53	2 296	Significant	
1.	BUA	Female	116	29.72	7.52	2.270	Significant	
		Hindu	177	31.15	6.86	0.820	Not Significant	
		Muslim	47	30.11	8.00	0.820	Not Significant	
2	Religion	Hindu	177	31.15	6.86	0.421	21 Not Significant	
Δ.	Kengion	Christian	58	30.72	6.67	0.421		
		Muslim	47	30.11	8.00	-0.423	Not Significant	
		Christian	58	30.72	6.67	-0.423	Not Significant	
3	Newspaper	Yes	172	30.85	7.23	_0 108	Not Significant	
5.	Reading	No	110	30.95	6.68	-0.100		
Δ	Television	Yes	96	31.73	6.82	1 465	Not Significant	
4.	Viewing	No	186	30.46	7.08	1.405		
5.	Food	Vegetarian	37	31.28	7.50			
	Habit	Non-vegetarian	245	30.89	6.87	0.387	Not Significant	
		No	184	30.26	7.13			

Classroom Management Style and Sex

The calculated 't' value (2.296) is **greater than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in classroom management style of college teachers.

Classroom Management Style and Religion

Hindu vs Muslim

The calculated 't' value (0.820) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers.

Hindu vs Christian

The calculated 't' value (0.421) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers.

Muslim vs Christian

The calculated 't' value (-0.423) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers.

Classroom Management Style and Newspaper Reading

The calculated 't' value (-0.108) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers of Newspaper Reading and Non-newspaper Reading teachers.

Classroom Management Style and Television Viewing

The calculated 't' value (1.465) is greater than the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in classroom management style of college teachers of Television Viewing and Non-viewing teachers.

Classroom Management Style and Food Habit

The calculated 't' value (0.387) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in classroom management style of college teachers of vegetarian and Non-vegetarian teachers.

Conclusions

The major conclusions emerged out of the study are presented below:

- 1. Classroom Management Style among College Teachers in Madurai is well above the average level.
- 2. Classroom Management Style among College Teachers in Madurai is dependent upon-Sex only.
- 3. Classroom Management Style among College Teachers in Madurai is independent upon-Religion; Newspaper Reading; Television Viewing; and Food Habit.

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INFLUENCE OF INTERPERSONAL INTELLIGENCE ON LOCALITY OF SCHOOL OF HIGHER SECONDARY + 1 BIOLOGY STUDENTS IN TIRUNELVELI DISTRICT

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Abstract

Interpersonal intelligence is the ability to understand and interact effectively with others. It involves effective verbal and nonverbal communication, the ability to note distinctions among others, sensitivity to the moods and temperaments of others, and the ability to entertain multiple perspectives. This study is an attempt to find out there is any influence of interpersonal intelligence on the locality of the school of higher secondary + 1 biology students in Tirunelveli district. The investigator used the simple random sampling technique for selecting the sample. The representative sample consists of randomly selected 1,104 Biology students, studying +1 course, in the higher secondary schools in Tirunelveli District. The tool used in the study was interpersonal intelligence Scale. The interpersonal intelligence Scale (IIS) was prepared and validated by Dr.V.Kasirajan and Dr. T.Kanakaraj ((2011). The investigator found that i) The level of interpersonal intelligence and its dimensions of higher secondary+1 biology students in Tirunelveli district with respect locality of school is average. ii) there is significant difference between rural and urban school higher secondary +1 biology students in their empathy, amiability, social persuasion, respectful behavior and interpersonal intelligence in total. But there is no significant difference between rural and urban higher secondary +1 biology students in their guidance.

Keywords: Interpersonal intelligence, Biology students

Introduction

Education is a process of human engineering that aims at man-making right from infancy to death in imbibing the knowledge, skill and attitude that nurtures the demands gradually to blossom the cognitive embedded potentials into actual, soothers into maturity and psychomotor abilities into application to meet the individual and social demands and make life meaningful and worth living in tune with the constituent innate and external self of individuals that differs from person to person. In this social process, the child needs support to free itself from economic constraints and hence it consumes a long period of social support network to emerge self-reliant, though no individual could ever be a parasite, instead be a creeper to stand on its own. He/she must pay back by realizing the goals and objectives that education sets to his/her optimal capacity sincerely and honestly as Mittal (2006) reflects. "Education must focus on total and optimal development of human resources." Interpersonal intelligence relates to the concept of interaction with the people around. It is about the understanding of their thoughts and feelings and the ability to respond to them. People with an interpersonal intelligence typically fall in the group of extroverts. They are sensitive to the moods and sentiments of others. Interpersonal ability is a point of juncture that accommodates skills from different quarters and woes the person to see things from other perspectives, welcoming the views of others by listening to others, empathizing, understanding other people's moods and feelings, counseling, co-operating with other groups, noticing people's moods, motivations and intentions. Communicating both verbally and nonverbally, building trust, peaceful conflict resolution, establishing positive relations with other people will enable an individual to be professionally successful.

Significance of the Study

Interpersonal intelligence is an important to enhance our social abilities to thrive in the society. This includes the abilities to interact with others, understand and interpret their behavior. It is true that those who have strong interpersonal intelligence are good in understanding and interacting with other people. These individuals are skilled at assessing the emotions, motivations, desires and intentions of those around them. Interpersonal intelligence is how to relate with other people. It is about understands the people, working closely with the people, cooperating and conveying to the people and what are trying to say in a way they understand. They possess the ability to cooperate with people around them and are seen as team players. They learn by working with others and taken an interest in discussions. Thus, people with an interpersonal intelligence become effective communicators. For instance, students with interpersonal intelligence, direct interaction, discussions with others and team efforts are the best pathways to help them to learn. So they learn their subjects very effectively Individuals with a strong Interpersonal Intelligence can be utilized as leaders during group experiments and collaborative assignments of any kind, these students will excel in this position. If the Biology students have done their Biology experiments in the Biology Laboratory with strong interpersonal intelligence, they had the ability to perform very well in biology theory examination as well as practical examination. By themselves, peripheral approaches, such as study ability, time management instruction, reward and punishment, and mature lecturing, will have negligible effect awaiting interpersonal intelligence. There are several sociological, psychological factors, which influence individuals. Of which, interpersonal intelligence play vital role in an individual development and achievement. Therefore need was felt to study the influence of interpersonal intelligence of higher secondary +1 biology students across locality of students.

Objectives of the Study

- 1. To find out the level of interpersonal intelligence and its dimensions of higher secondary + 1 biology students about the locality of students.
- 2. To find out whether there is any significant difference between rural and urban school higher secondary +1 biology students in Tirunelveli district in their empathy, amiability, social persuasion, guidance, respectful behavior and interpersonal intelligence in total.

Null Hypotheses

- 1. The level of interpersonal intelligence and its dimensions of higher secondary+1 biology students with respect to locality of students is average.
- 2. There is no significant difference between rural and urban school higher secondary +1 biology students in Tirunelveli district in their empathy, amiability, social persuasion, guidance, respectful behavior and interpersonal intelligence in total.

Methodology

A descriptive survey method is adopted by the investigator to conduct for this study.

Sample

The investigator used the simple random sampling technique for selecting the sample. The investigator selected 1104 higher secondary + biology students from Tirunelveli district.

Tools Used for the Present Study

Interpersonal Intelligence Scale (IIS) constructed and validated by Dr.V.Kasirajan and Dr.T.Kanakaraj (2011).

Statistical Techniques Used

The expressive statistics like mean, standard deviation and t" -test was employed in the present study.

Analysis

Null Hypothesis: 1

1. The level of interpersonal intelligence and its dimensions of higher secondary+1 biology students in Tirunelveli district on locality of students is average.

	Locality	Lov	W	Average		High	
Dimensions	of Student	Count	%	Count	%	Count	%
Empothy	Rural	64	12.6	378	74.6	65	12.8
Empany	Urban	82	13.7	451	75.5	64	10.7
Amichility	Rural	87	17.2	371	73.2	49	9.7
Annaonnty	Urban	111	18.6	416	69.7	70	11.7
Social paramagion	Rural	67	13.2	364	71.8	76	15.0
Social persuasion	Urban	80	13.4	444	74.4	73	12.2
Cuidanaa	Rural	66	13.0	345	68.0	96	18.9
Guidance	Urban	85	14.2	443	74.2	69	11.6
Degreetful heherier	Rural	79	15.6	375	74.0	53	10.5
Respectiul beliavior	Urban	95	15.9	438	73.4	64	10.7
Interpersonal	Rural	88	17.4	343	67.7	76	15.0
intelligence (Total)	Urban	81	13.6	433	72.5	83	13.9

Table 1: Level of Interpersonal Intelligence and Its Dimensions of Higher Secondary +1Biology Students on Location of School

Finding: Most of higher secondary +1 biology students are average.

Null Hypothesis: 2

There is no significant difference between rural and urban school higher secondary +1 biology students in Tirunelveli district in their empathy, amiability, social persuasion, guidance, respectful behavior and interpersonal intelligence in total.

Dimensions	Locality of school	Ν	Mean	SD	Calculated 't' value	Remarks
Empathy	Rural	507	41.2643	5.4693	4.024	S
Empathy	Urban	597	39.9665	5.1555	4.034	3
Amighility	Rural	507	39.6923	6.5208	2 567	S
Annaointy	Urban	597	38.6868	6.4426	2.307	
Social normanian	Rural	507	41.4675	6.8215	2 009	S
Social persuasion	Urban	597	40.2144	6.9844	5.008	
Cuidanaa	Rural	507	36.8580	5.9313	1 205	NS
Guidance	Urban	597	36.4054	5.6166	1.295	
Respectful	Rural	507	34.3669	5.8842	2.012	S
behavior	Urban	597	32.9514	6.1138	3.912	
Interpersonal	Rural	507	193.6489	21.596		
intelligence in total	Urban	597	188.2245	22.059	4.118	S

 Table 2: Difference in the Interpersonal Intelligence and Its Dimensions of Higher

 Secondary+1 Biology Students about the Locality of the School

It is inferred from the above table that, the calculated values are (4.034, 2.567, 3.008, 3.912, and 4.118) greater than the table value (1.96) for df (1103) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference between rural and urban school higher secondary +1 biology students in their empathy, amiability, social persuasion, respectful behavior and interpersonal intelligence in total. But there is no significant difference between rural and urban higher secondary +1 biology students in their guidance.

Findings

- 1. The level of Empathy of higher secondary +1 biology students on background variable of the locality of the school rural (74.6%); urban (75.5%).
- 2. The level of Amiability of higher secondary +1 biology students on background variable of the locality of the school rural (73.2%); urban (69.7%).
- 3. The level of Social persuasion of higher secondary +1 biology students on background variable of the locality of the school rural (71.8%); urban (74.4%).
- 4. The level of Guidance of higher secondary +1 biology students on background variable of the locality of the school rural (68.0%); urban (74.2%).
- 5. The level of respectful behavior of higher secondary +1 biology students on background variable of the locality of the school rural (74.0%); urban (73.4%).
- 6. The level of interpersonal intelligence (total) of higher secondary +1 biology students on background variable of the locality of the school rural (67.7%); urban (72.52%)
- 7. There is significant difference between rural and urban school higher secondary +1 biology students in their empathy, amiability, social persuasion, respectful behavior and interpersonal intelligence in total. But there is no significant difference between rural and urban higher secondary +1 biology students in their guidance.

Interpretation

The level of interpersonal intelligence of higher secondary +1biology students in Tirunelveli district on the locality of the school is average. Generally, in the recent past, there is an exposure among the student's community on the necessity of human network, rapport and also the importance of team work. Keeping this in mind, all the educational institutions have been slowly providing adequate instructional and infrastructural facilities, and also conducting many extracurricular activities to imbibe empathy, amiability, social persuasion, guidance, and respectful behavior right from the primary education to higher education. In addition to this, there are several opportunities in and around for the students. Faculty members, peer members and various media pave the way to develop emotional maturity among higher secondary biology. This may be the various reasons for the average level of students in interpersonal intelligence it is the order of the day in developing high level of interpersonal intelligence of higher secondary +1 biology students.

The 't' test result shows that rural schools are better than urban counterparts in their empathy, amiability, social persuasion, respectful behavior and interpersonal intelligence in total. The reason may be, the rural schools engage often co-curricular activities and extracurricular activities for developing the interpersonal relationship among the students and also students are given chances to collaborate with the society in their day today life.

Educational Implications

Now a days the civilization, the educational organizations, the school, the family are so complex that the students are facing problems in their daily life in relation to their interpersonal behavior. It is the responsibility of the teachers' parents and researchers that the problems should be identified very soon and urgent corrective measures should be provided to the students for the betterment of their lives.

- In order to improve the interpersonal intelligence of the students sharing about group activities, picnics, tours, seminars, group discussion, cultural programme like dancing, singing, dramas, sports, and games should be regularly arranged.
- A teacher plays important role in developing the personality of a child. He/she can influence them by his behavior, thoughts, and actions and also enable them to solve their problems which lead to lesser anxiety and better health.
- Innovative teaching strategies may be incorporated to develop interpersonal skills.
- All the school should take care of the physical health of their students by encouraging sports, games and other community activities.
- Discussion, debate and workshops may be conducted to develop the interpersonal communicative skills.
- The higher secondary +1 biology students should be encouraged to participate in cocurricular activities which will inculcate the virtues of cooperation, self-discipline and feeling of brotherhood. They should be given the responsibilities in school work so that they develop self-discipline.
- The curriculum should be construct keeping in view the needs of students, problems and requirements of every individual.

- Parents should treat the children in the healthy way. Children should be provided with such an environment which leads to maximum development of positive approach behavior.
- Parents should be behaving as companion of the adolescent so that adolescent can share feelings and problem. Parents have to direct them to solve their problems themselves, so that they develop as independent adults who can discriminate between right and wrong.

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RELATIONSHIP BETWEEN EMOTIONAL ADJUSTMENT AND MENTAL HEALTH OF HIGHER SECONDARY STUDENTS

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Abstract

Mental Health is considered a sense of wellbeing, inner happiness, and enthusiasm for living and harmony within self and with others, an absence of disorders, conflicts, worries and anxieties. Emotional adjustment and experiences affect both physical as well as psychological health. Negative emotional states are associated with unhealthy patterns of physiological functioning, whereas positive emotional states are associated with healthier patterns of responding to both cardiovascular activity and immune system. Emotionally adjustment people can cope better with life's challenges and control and adjust their emotions more effectively, both of which contribute to good psychological and physical health as well as mental health. So the present study is designed to see the relationship between emotional adjustment and mental health and to see the role of emotional adjustment in mental health. A descriptive survey method was adopted by the investigator to conduct this study. The investigator used the simple random sampling technique for selecting the sample. The representative sample consists of randomly selected 300 students, studying +1 course, in the higher secondary schools in Sivagiri Taluk. The tools used in the study were emotional adjustment. The emotional adjustment Scale prepared and validated by Dr.V.Kasirajan (2013), and Mental health tool was developed by Jegadish and A. K. Srivastava (1997). The investigator found that i) The level of emotional adjustment of higher secondary students on gender is average ii) The level of mental health of higher secondary students on gender is average.iii) There is no significant difference between male and female higher secondary students in their emotional adjustment. iv) There is no significant difference between male and female higher secondary students in their mental health. v) The is significant relationship between Emotional Adjustment and Mental Health of higher secondary school students.

Keywords: Emotional Adjustment, Mental Health.

Introduction

Emotional adjustment is the emergence of a child's experience, expression, understanding, and regulation of emotions from birth through late adolescence. It also comprises how growth and changes in these processes concerning emotions occur. Emotional development does not occur in isolation; neural, cognitive, and behavioral development interact with emotional development and social and cultural influences, and context also plays a role. Various emotional development theories are proposed, but there is general agreement on age-related milestones in emotional development. Mental Health is considered a sense of wellbeing, inner happiness, and enthusiasm for living and harmony within self and with others, an absence of disorders, conflicts, worries and anxieties. Emotional adjustment and experiences affect both physical as well as psychological health. Negative emotional states are associated with unhealthy patterns of physiological functioning, whereas positive emotional states are associated with healthier patterns of responding to both cardiovascular activity and immune system. Emotionally adjustment people can cope better with life's challenges and control and adjust their emotions more effectively, both of which contribute to good psychological and physical health as well as mental health. Mental health is a normal

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state of well-being that is positive but relative quality life. By the word "relative. We imply that the degree of mental health which an individual enjoys at a time is continuously changing. It is a mere absence of mental illness that constitutes mental health. On the other hand, it is a positive, active quality of the individual's daily living. This quality of living is manifest in the behavior of an individual whose body and mind are working together in the same direction. It means the ability to face and accept the realities of life. It connotes such habits of work and attitudes towards people and things that bring maximum satisfaction and happiness to the individual. But the individual gets this satisfaction and happiness without any friction with the social order or group to which he or she belongs.

Significance of the Study

Emotional adjustment refers to that stage of individual which an individual can face reality and deal with it, is interested in given and receiving love, can learn from his experiences and able to accept frustration and hostility in a constructive manner. It is the maintenance of emotional equilibrium in the face of internal and external stressors. This is facilitated by cognitive processes of acceptance and adaptation. Emotional adjustment as the ability to manage emotions and feelings has an important role in life and success an individual. In recent years, the emotional adjustment has become more popular for numerous applications in various fields such as education, careers, personal development, differences between individual. All the people have experienced excitements such as love, affection, spite, and hatred, sad and happiness, anger, and fear. These are excitement that is important in life and affect in the happiness of individuals and the mental health. The excitement that people feel is the result of assessment information that this evaluation includes cognitive or receive d information processing environment, body, person memory, tend to respond to specific practices and consider action s result that may be obtained from the emotional mode.

Mental health of the individual varies the very stage from infancy to adulthood. Emotionally adjustment individual tends to have sound mental health that is an emotional adjustment is the pivot of the mental health. A mentally healthy person shows a homogeneous organization of desirable attitudes, healthy values and righteous self -concept and a scientific perception of the world as a whole. Emotional adjustment seems to go hand in hand with developing mental health. Mental Health is considered a sense of wellbeing, inner happiness, and enthusiasm for living and harmony within self and with others, absence of disorders, conflicts, worries and anxieties. Emotional adjustment and experiences affect both physical as well as psychological health. Negative emotional states are associated with unhealthy patterns of physiological functioning, whereas positive emotional states are associated with healthier patterns of responding to both cardiovascular activity and immune system. Emotionally adjustment people can cope better with life's challenges and control and adjust their emotions more effectively, both of which contribute to good psychological and physical health as well as mental health. Having this background in mind the investigator pursues this study.

Objectives of the Study

- 1. To find out the level of emotional adjustment of higher secondary students about gender.
- 2. To find out the level of mental health in the biology of higher secondary students about gender.
- 3. To find out whether there is any significant difference in the emotional adjustment of higher secondary students with regard to gender.
- 4. To find out whether there is any significant difference in mental health of higher secondary students about gender.
- 5. To find out the whether there is any significant relationship between emotional adjustment and mental health of higher secondary students

Null Hypotheses

- 1. The level of emotional adjustment of higher secondary students about gender is average.
- 2. The level of mental health in the biology of higher secondary students with regard to gender is average.
- 3. There is no significant difference in emotional adjustment of higher secondary students about gender.
- 4. There is no significant difference in the mental health of higher secondary students with regard to gender.
- 5. There is no significant relationship between emotional adjustment and mental health of higher secondary students

Methodology

A descriptive survey method was adopted by the investigator to conduct this study.

Sample

The investigator used the simple random sampling technique for selecting the sample. The investigator selected 300 students studying in Higher Secondary schools in Sivagiri Taluk.

Tools Used for the Present Study

- 1. Emotional adjustment scale (EAS) prepared and validated by Dr.V.Kasirajan (2013).
- 2. Mental health tool was developed by Jegadish and A. K. Srivastava (1997).

Statistical Techniques Used

Percentage analysis, t-test, and Pearson Product Moment Correlation

Analysis

Null hypothesis: 1

The level of emotional adjustment of higher secondary students an gender is average

with Respect to Gender								
Background	Sub Catagonias	Low		Average		High		
variables	Sud-Categories	Count	%	Count	%	Count	%	
Caralan	Male	15	14.6	71	68.9	17	16.5	
Gender	Female	23	15.6	98	66.7	26	17.7	

 Table 1: Level of Emotional Adjustment of Higher Secondary Students

 with Respect to Gender

It is inferred from the above table that, with regard to male students, 14.6% of students have low level, 68.9% of students have average level and 16.5% of the students have high level of emotional adjustment. With regard to female students, 15.6% of students have low level, 66.7% of the students have average level and 17.7% of the students have high level of emotional adjustment.

Null Hypothesis: 2

The level of mental health of higher secondary students an gender is average

Table 2: Level of Mental Health of Higher Secondary Students with Respect to Gender

Background	Sub Catagorias	Low		Average		High	
variables	Sub-Categories	Count	%	Count	%	Count	%
	Male	18	17.5	69	67.0	16	15.5
Gender	Female	20	13.6	106	72.1	21	14.3

It is inferred from the above table that, about male students, 17.5% of students have a low level, 67.0% of students have an average level and 15.5% of the students have high level, of mental health. With regard to female students, 13.6% of students have low level, 72.1% of the students have average level and 14.3% of the students have a high level of mental health of gender.

Null Hypothesis: 3

There is no significant difference between male and female higher secondary students in their emotional adjustment.

 Table 3: 't' Value Showing Significant Difference between Male and Female Higher

 Secondary Students in their Emotional Adjustment

Variable	Gender	Number	Mean	S.D	Calculated 't' value	Table	Remarks
Emotional	Male	103	86.75	12.61	0.82	1.06	NC
Adjustment	Female	147	88.03	11.43	0.82	1.90	183

It is inferred from above table that the calculated't' value (0.82) is less than the table value (1.96) for df (249) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their emotional adjustment.

Null Hypothesis: 4

There is no significant difference between male and female higher secondary students in their mental health

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Table 4: 't' Value Showing Significant Difference between Male and Female Higher
Secondary Students in their Mental Health

Variable	Gender	Number	Mean	S.D	Calculated 't' value	Table	Remarks
Mental	Male	103	137.45	16.19	1.00	1.06	NG
Health	Female	147	141.37	15.91	1.90	1.90	IN S

It is inferred from above table that the calculated 't' value (1.90) is less than the table value (1.96) for df (249) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their mental health.

Null Hypothesis: 5

There is no significant relationship between emotional adjustment and mental health of higher secondary school students.

Table 5: Carl Pearson Correlation Table Showing Significant Relationship betweenEmotional Adjustment and Mental Health of Higher Secondary Students

Correlation	Ν	Calculated "r" value	Table "r" value	Remarks
Emotional Adjustment and Mental Health	250	0.649	.088	S

It is inferred from the above table value that the calculated 'r' value (0.649) greater than the calculated 'r' value (0.88) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant relationship between emotional adjustment and mental health of higher secondary school students.

Findings

- 1. 14.6% of male students have low, 68.9% have average , and 16.5% have a high level of emotional adjustment.
- 2. 15.6% of female students have low, 66.7% have average and 17.7% have a high level of emotional adjustment.
- 3. 17.5% of male students have low, 67.0% have average and 15.5% have high a level of mental health.
- 4. 13.6% of male students have low, 72.1% have average and 14.3% have high a level of mental health.
- 5. There is no the significant difference between male and female higher secondary students in their emotional adjustment.
- 6. There is no the significant difference between male and female higher secondary students in their mental health.
- 7. There is a significant relationship between Emotional Adjustment and Mental Health of higher secondary school students.

Interpretation

The 'r' test result shows that there is a significant difference between emotional adjustment and mental health of higher secondary students. This may be because a good emotional adjustment in help to manage emotion in oneself and to enhance pleasure as a good mental health. Emotional adjustment person tends to have sound mental health that is an emotional adjustment is the pivot of the mental health. Emotional adjustment seems to go hand in hand with developing mental health. So there is the significant relationship between emotional adjustment and mental health.

Recommendation

- 1. The schools should be arranged extracurricular activate and games for the students for the development of emotional adjustment
- 2. The schools should be arranged the counseling center for students carrier.
- 3. Group discussion and group work should be arranged in the classroom for the development of student's mental health students develop their mental health.
- 4. The students develop their mental health though the yoga and meditation.
- 5. The aided, unaided should train the teachers in the task of developing mental health the students.
- 6. The teacher may provide awareness of negative emotion to the higher secondary students.
- 7. These students having low emotional adjustment should be provided proper counseling by the trained counselor.
- 8. The teacher should guide the students at an appropriate time to keep them away from emotional disturbances.
- 9. All children have a state of mental health that is changeable and independent of mental illness.
- 10. Schools are one place to teach social and emotional learning (SEL), but other practitioners can teach these skills too.
- 11. The teacher should promote and develop the strong social, and emotional learning (SEL) skills contribute to good mental health for all children.
- 12. The public health concepts of promotion, risk and protective factors, and resilience offer common language that creates common ground and invites further exploration of the connections between social and emotional learning (SEL) and Children's Mental Health (CMH).

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