



Volume 6

No. 1

May 2023

E-ISSN : 2581 - 5377

Impact Factor: 1.641

JOURNAL OF AKCE

Peer - Reviewed Bi - Annual Online Journal



ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale)

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JOURNAL OF AKCE

(Peer Reviewed Bi- Annual Online Journal)



Arulmigu Kalasalingam College of Education

Anand Nagar, Krishnankoil

Tamil Nadu - 626 126

Phone: (04563) 289 312

www.akcequest.com

editorakce@gmail.com

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CAREER DECISION MAKING ABILITY OF HIGHER SECONDARY STUDENTS

Dr. S. Anandaraj

Assistant Professor

S. Veerasamy Chettiar College of Education, Tenkasi District

P. Rajalakshmi

M.Ed Research Scholar

S. Veerasamy Chettiar College of Education, Tenkasi District

Abstract

Career decisions are an important part of a student's life, and it is critical that they have the appropriate skills and information to make educated decisions about their future. The investigators aimed to assess the level of professional choice making capacity of higher secondary students in relation to gender, main topic, and region. For this study, a survey technique research design was used. Participants were chosen using one of many basic random selection procedures. The study's sample comprises of 190 high school students studying in Sankararan kovil taluk throughout the 2022-2023 academic year. In this study, data was gathered using the professional choice making ability scale. To analyse the data, the T-test and one-way analysis of variance (ANOVA) were used. According to the findings, the student's level of professional choice making competence is moderate in relation to gender, major subject, and location. There were no significant disparities in gender among higher secondary pupils. However, this study discovered that arts major students outperform scientific and vocational major students in terms of professional choice making skills. It was also shown that urban students outperform rural pupils in terms of professional choice making skills. Based on the findings, the study's implications are examined.

Keywords: *Career Decision Making Ability, Higher Secondary Students*

Introduction

A career is a broad notion that encompasses and affects an individual's whole life, beginning with youth. A profession decision is a vital responsibility for teenagers during their developmental phases (Super, 1990). Career decision-making entails a series of interconnected steps, such as gathering information and deciding a career choice, obtaining an education, and then finding work after finishing an education programme. Inadequate knowledge on the appropriate career path, on the other hand, may lead to career indecision (Sampson et al., 2004). Adolescents who are unsure about their professional path should have access to specialised skills, competences, and social support networks to help them make an informed decision (Duru, 2022). The capacity to make knowledgeable and well-thought-out judgements about one's job path is referred to as career decision making skill. It entails assessing several career alternatives, taking into account one's own preferences, beliefs, abilities, and objectives, and making a selection that matches with one's interests and aspirations. Effective profession choices need self-awareness, investigation, analysis, and critical thinking abilities. It is a constant process in which individuals must adapt and make changes to their job trajectories as they obtain new experiences, information, and abilities. A great capacity to make career decisions may lead to increased work satisfaction, financial security, and general well-being in one's professional life. The capacity to make career decisions is critical for school kids since it impacts their future success and well-being. Schools play an important role in developing this talent by offering career counselling, exposing students to many career choices, and encouraging critical thinking and problem-solving abilities. We can guarantee that students make educated career options that correspond with their

interests, talents, and beliefs by providing them with the appropriate tools and resources. This will lead to a meaningful and successful career.

Need and Significance of the Study

Career choice making is an important skill for school children since it lays the groundwork for their future professional careers. Choosing the correct job route for students may be a difficult undertaking, since it can have a big influence on their future chances and general well-being. since a result, it is critical for students to improve their career decision-making skills early on, since this will allow them to make educated decisions about their future and guarantee that they are on the correct track to reaching their goals. One of the most important advantages of strengthening professional decision-making skills is that it provides pupils with a feeling of direction and purpose. Students are more inspired to strive towards their objectives and take the required actions to accomplish them when they have a clear picture of what they want to achieve professionally. Students may follow their hobbies and interests while simultaneously making a beneficial influence on the world, which can lead to a sense of fulfilment and happiness.

Career decision making skill helps kids acquire confidence and resilience in addition to offering a feeling of direction and purpose. Students who are secure in their job choices are more inclined to take chances and embrace opportunities that present themselves. As students learn from their experiences and become more resilient in the face of obstacles, this can lead to greater personal and professional progress. Furthermore, increasing career decision-making skills can benefit students' financial security and general well-being. When students pick a professional path that matches their interests and talents, they are more likely to flourish and earn a good living. This can give individuals financial security and stability, allowing them to live comfortably and pursue their personal and professional objectives. As a result, the investigator conducts research on the ability of higher secondary pupils to make professional decisions.

Objectives of the Study

The researcher has set the following goals for the current investigation.

- Determine the ability of higher secondary pupils to make professional decisions.
- Determine whether there is a substantial difference in professional decision-making skills between male and female higher secondary students.
- Determine whether there is a substantial difference in professional decision-making skills among arts, science, and vocational major higher secondary students.
- Determine whether there is a substantial difference in professional decision-making abilities between urban and rural high school pupils.

Null Hypotheses

- There is no substantial difference in professional decision-making skills between male and female higher secondary pupils.
- There is no substantial difference in professional decision-making abilities between arts, science, and vocational major higher secondary students.
- There is no substantial difference in professional decision-making abilities between urban and rural high school pupils

Methodology

For the current study, the researcher employed the survey approach. The investigator collected data using "The career decision making ability scale," which consisted of 32 statements and was created and

verified by Rajalakshmi (investigator) and Anandaraj (Research supervisor) in 2022. The population for the research covers all upper secondary students in sankaran kovil taluk, Tamil Nadu, who attend government, aided, and private institutions. The investigator chose 190 high school kids as a sample from the population using a basic random selection approach. Mean, Standard Deviation, 't' test, and 'F' test were used to analyse the data.

Analysis of the Data

The data were statistically processed, yielding conclusions that may meet the requirements of the study's objectives.

Table 1 Level of Career Decision Making Ability of Higher Secondary Students with Respect to Gender, Major Subject and Locality of the Students

Variable			Low	Moderate	High
Gender	Male	No	20	59	19
		%	20.4	60.2	19.4
	Female	No	19	51	22
		%	20.7	55.4	23.9
Major subject	Arts	No	13	25	26
		%	20.3	39.1	40.6
	Science	No	11	52	15
		%	14.1	66.7	19.2
	Vocational	No	15	33	0
		%	31.2	68.8	0.0
Locality of the student	Urban	No	20	67	30
		%	17.1	57.3	25.6
	Rural	No	19	43	11
		%	26.0	58.9	15.1

According to the above data, 20.4% of male higher secondary students have a poor degree of professional choice making capacity, 60.2% have a moderate level, and 19.4% have a high level. 20.7% of female higher secondary students have a poor degree of professional choice making skill, 55.4% have a moderate level, and 23.9% have a high level.

According to the above data, 20.4% of male higher secondary students have a poor degree of professional choice making capacity, 60.2% have a moderate level, and 19.4% have a high level. 20.7% of female higher secondary students have a poor degree of professional choice making skill, 55.4% have a moderate level, and 23.9% have a high level.

17.1% of urban students have a poor degree of professional choice making skill, 57.3% have a moderate level, and 25.6% have a high level. 26.0% of rural students have a poor degree of professional choice making capacity, 58.9% have a moderate level, and 15.1% have a high level.

Ho1: There is no substantial difference in professional decision-making skills between male and female higher secondary pupils.

Table 2 Difference between Male and Female Higher Secondary Students in their Career Decision Making Ability

Gender	N	Mean	SD	Calculated 't' value	Remarks
Male	98	121.78	18.980	1.830	NS
Female	92	126.88	19.441		

(at 5% level of significance the table value of 't' is 1.97, NS - Not Significant)

According to the above data, there is no substantial difference in professional choice making skills between male and female higher secondary students.

Ho2: There is no substantial difference in professional choice making skills between arts, science, and vocational major higher secondary students.

Table 3 Difference among Arts, Science and Vocational Major Higher Secondary Students in their Career Decision Making Ability

Source of Variation	Sum of Squares	Degrees of freedom	Variance estimated	Calculated 'F' value	Remarks
Between	10927.170	2	5463.585	17.129	S
Within	59648.204	187	318.974		

(at 5% level of significance, for (2,187) df the table value of 'F' is 3.02, S -Significant)

According to the following data, there is a considerable disparity in career choice making skill among arts, science, and vocational major higher secondary students.

According to the Tukey test results, arts major students (mean = 130.67) outperform science major (mean = 126.81) and vocational major (mean = 111.52) students in their ability to make professional decisions.

Ho 3: There is no substantial difference in professional decision-making abilities between urban and rural high school pupils.

Table 4 Difference between Urban and Rural Area Higher Secondary Students in their Career Decision Making Ability

Medium of Instruction	N	Mean	SD	Calculated 't' value	Remarks
Tamil	117	126.62	18.755	2.141	S
English	73	120.44	19.739		

(at 5% level of significance the table value of 't' is 1.97, S -Significant)

According to the following data, there is a considerable disparity in professional choice making abilities between urban and rural higher secondary pupils. When comparing the mean scores of urban and rural students, urban students (mean=126.62) outperform rural students (mean=120.44) in their ability to make career decisions.

Findings of the Study

The study's findings are as follows:

- Higher secondary students' professional decision-making capacity is determined to be modest, regardless of gender, main subject, or location.

- There is no statistically significant difference in professional decision-making skills between male and female higher secondary pupils.
- Those majoring in the arts outperform those majoring in science and vocational studies in terms of career choice making.
- Those in urban areas make better career decisions than those in rural areas.

Educational Implications

The significance of school pupils' capacity to choose professional decisions cannot be emphasised. Students can obtain a sense of direction, confidence and resilience, financial security, and overall well-being by practising this vital skill early on. As a result, it is critical for schools and educational institutions to provide career counselling and counselling services in order to assist students in making educated decisions about their future and setting them on the route to accomplishing their objectives. The scientists discovered that arts major students make better job decisions than science major and vocational major students in this study. This might be because arts students are enthusiastic about their chosen sector and see their job as a means to have a good effect on the world. This feeling of purpose and meaning can assist arts students in making educated career selections that are consistent with their beliefs and objectives. This study also discovered that students in urban areas make better job decisions than those in rural areas. This might be because urban students have a more diversified selection of job options, with a large array of sectors and organisations based in cities. This exposes urban kids to a broader range of employment options, allowing them to make better educated career choices.

According to the findings of this study, educational institutions should give students with opportunity to explore several career pathways through internships, job shadowing, and mentorship programmes. This can help students develop a better grasp of various vocations as well as the skills and certifications necessary for each. To summarise, increasing students' professional decision-making capacity necessitates a multimodal strategy that encompasses career exploration, counselling and counselling, self-reflection and goal-setting, soft skills development, exposure to entrepreneurship, and technology utilisation. Schools and educational institutions may assist students make better informed career selections and set them on the path to attaining their objectives by applying these tactics.

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SELF PERCEPTION OF SCHOOL TEACHERS IN RELATION TO THEIR PROFESSIONAL COMMITMENT

Dr. M. Nithya Kalyani

Assistant Professor

Arulmigu Kalasalingam College of Educaion, Krishnankoil

M. Bhuvaneswari

M.Ed Research Scholar

Arulmigu Kalasalingam College of Educaion, Krishnankoil

Abstract

This investigation was done to see if there is any significant relationship between self perception of school teachers in relation to their professional commitment. The sample comprises of 250 school teachers acquired from ten higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant relationship between self perceptions of school teachers in relation to their professional commitment.

Keywords: *Self Perception, Professional Commitment, Significant, SPSS Software.*

Introduction

Man is a social animal and can develop his personality only in a social setting. The major task of any society is to develop the personality of an individual to ensuring harmonious co-existence of society. In our educational system the teacher is the bridge between the society and the pupils. The modern world considers human being as an asset. In modern society the needs and the requirements of the people are enlarging and ever changing. When the people's needs are not fulfilled they become dissatisfied. Dissatisfied people are likely to contribute very little for any purpose. Satisfaction will be the base for any productive work.

The workers who are satisfied, are the best assets to an organization, where as dissatisfied workers are its target liabilities. Job satisfaction plays an important role for the happiness and prosperity of the individuals and the organization.

Significance of the Study

Teaching is not just a profession to make a living, but also a social service. In this sense, a teacher must be committed to his/her profession. Professional commitment is the feeling of one's dedication to the profession. Human life is made purposeful and meaningful through occupation. In addition to satisfying the basic needs of life, one's occupation gives one a status in society. The prosperity of the individual and the Nation at large depends on the manual dexterity and hard work of the individuals. One way of becoming a productive member of the society for an individual is through self realization. The major avenue for self realization is through one's work, which can be fulfilled by selecting a suitable occupation. Selection of a right type of job and subsequent growth and adjustment in it is satisfying both to the individual and also meets the man-power needs of the society.

The nature of work is changing at whirlwind speeds. Perhaps now, more than ever before, job stress poses a threat to the health of workers. The primary sources of professional commitment within an organization originate from four areas. These areas include task demands, physical demands, role demands, and interpersonal demands. Teachers are very essential for the development of the nation. Teachers'

professional commitment is closely associated with self perception. Therefore, the present study has need and importance.

Objectives

- To find out the level of self perception of school teachers.
- To find out the level of professional commitment of school teachers.
- To find out whether there is any significant relationship between self perception and professional commitment of school teachers.

Hypothesis

- There is no significant difference between male and female school teachers in their self perception.
- There is no significant difference between male and female school teachers in their professional commitment.
- There is no significant relationship between self perception and professional commitment of school teachers.

Methodology

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

Population for the Study

The population of the present study is the school teachers of Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 school teachers from higher secondary schools in Virudhunagar district of Tamilnadu.

Tool

Self perception and professional commitment Scales were prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Analysis of Data

Objective 1

To find out the level of self perception of school teachers

Table 1 Level of Self Perception of School Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
122	40.7	118	39.3	60	20.0

It is inferred from the above table that, 40.7% of school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of self perception of school teachers.

Objective 2

To find out the level of professional commitment of school teachers

Table 2 Level of Professional Commitment of School Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
120	40.0	135	45.0	15.0	20.0

It is inferred from the above table that, 40.7% of school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of professional commitment of school teachers.

Hypothesis 1

There is no significant relationship between self perception and professional commitment of school teachers.

Table 3 Relationship between Self Perception and Professional Commitment of School Teachers

Self perception		Professional commitment		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
7703	59336209	19503	380367009	150231609	0.098	NS

It is inferred from the above table that the calculated 'r' value (0.098) is less than the table value (0.113) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between self perception and professional commitment of school teachers.

Major Findings

1. The Majority 40.07% of school teachers have low level of personality characteristics. These findings reveal that the personality characteristics of higher secondary students in Virudhunagar district is low.
2. The Majority 40.07% of school teachers have moderate level of professional commitment. These findings reveal that the professional commitment of higher secondary students in Virudhunagar district is moderate.
3. There is no significant relationship between self perception and professional commitment of school teachers.

Recommendations of the Study

From the analysis of the present investigation, the investigator presents the following recommendations.

1. The level of Academic Achievement of female children is high than that of male children. Boys should be taken care by their parents. The teacher can provide them extra classes and tutorial assistance to even after the school hours. They can be given class tests frequently. The progress report should be sent to their parents. The students may be encouraged by providing prizes and awards for their achievements.
2. This investigation indicates that hostellers are better than day scholars in academic achievement. The day scholars may be given extra coaching and provide conducive environment at home.
3. This study indicates that students studying in urban schools score low marks in academic performance. The students in urban area are exposed to many diversions and distractions. The parents to get their children involved in studies must provide care. The parents may provide emotional and moral support to children at home.

Suggestions for the Further Research

From the findings discussed above the investigator would like to furnish the following topics for further research. This investigation opens the new avenues to the research in the field of education.

1. This study can be extended to the Arts and Science college students.
2. A study of Achievement motivation, Self-concept and Self perception of college students in relation to their Academic Achievement".
3. This study can be extended to the Tribal community students.
4. "A study of Achievement motivation, Self-concept and Self perception of students of Tribal community."
5. The study can be conducted throughout Tamil Nadu. "A study of Achievement motivation. Self-concept and Self perception of College students in relation to their Achievement in Tamil Nadu."

Conclusion

The present study reveals that the school teachers are having high Self perception and high Professional commitment. The study reveals that there is a significant relationship between Self perception and their Professional commitment. So we may infer that the Self perception and Professional commitment are interrelated with one another. If one who wants to improve their Self perception or Professional commitment they must develop either one. The future teachers must keep in mind that their maturity helps the students become good citizens of our nation.

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EDUCATIONAL INTERVENTIONS FOR CHILDREN WITH AUTISM

Dr. N. Subramanian

Principal

S Veerasamy Chettiar College of Education, Tenkasi District

Abstract

Communication, social interaction, and repetitive habits are the core hallmarks of autism. Autism causes individuals to think, move, interact, and process sensory and cognitive information in distinctive, unusual ways. One comparison that is frequently used is that people with autism have a different neurological "operating system" than people without the disorder. Autistic deficits cluster into three groups namely Communication Deficits, Social deficits, and Physical deficits. Educational programmes for kids with autism involve a range of particular techniques. In-depth analyses of intervention techniques to improve social interaction, impart social skills, and lessen disruptive maladaptive behaviours have recently been published. This paper has some brief summaries of various educational interventions exclusively for children with autism.

Keywords: *Autism, Deficits, Interventions*

Introduction

A condition that is typically diagnosed in childhood. Communication, social interaction, and repetitive habits are the core hallmarks of autism. Autism causes individuals to think, move, interact, and process sensory and cognitive information in distinctive, unusual ways. One comparison that is frequently used is that people with autism have a different neurological "operating system" than people without the disorder. While living in a sense-overloading society that doesn't understand them and rarely makes accommodations for them puts autistic individuals at a disadvantage, it's possible that what hurts them the most is always being characterised by what they can't do rather than what they can do.

Skill Behaviours in Autism

Autistic deficits cluster into three groups:

- **Communication Deficits:** Communication deficits include the inability of people with autism to initiate and maintain proper conversation as well as the use of incorrect and repetitive words.
- **Social Deficits:** Social deficits appear as the propensity for social isolation, trouble maintaining eye contact, failure to form healthy peer connections, and seeming lack of empathy in people with autism.
- **Physical Deficits:** Physical deficits manifest as bizarre body posture and stereotypical, repeated actions.

Special Schools for Children with Autism

When it comes to providing education for students with special needs, special schools have been crucial. Schools that specialise in autism frequently use a therapy-based approach. Teachers frequently have special education backgrounds and experience working with autistic youngsters. The key benefit of this method is that the lessons and classroom are specifically designed to address the difficulties in educating kids with autism spectrum disorder (ASD). The drawbacks include a lack of engagement with typical peers and the potential for placing an excessive focus on social skills at the expense of pupils' intellectual development.

Inclusive Schools for Children with Autism

When he cited the UK Warnock Committee Report in 1997, Jangira brought the idea of inclusive education to India. Mani (2000), citing the ideas of the "dual teaching model" and the "multi-skilled teacher

plan," said that he had pioneered inclusive education in India in the 1980s. The Indian government has also taken steps to support inclusive schooling for kids with disabilities. It is thought that the Sarva Shiksha Abhiyan (SSA) is an important step in this regard. Currently, it appears that the government is assisting in the education of kids with autism by making a few well-placed strategic interventions in the classroom. For instance, the Central Board of Secondary Education (CBSE) has changed the examination process in a number of ways through the passage of bylaws, which have been in effect since February 2009.

Educational Interventions

Educational programmes for kids with autism involve a range of particular techniques. In-depth analyses of intervention techniques to improve social interaction, impart social skills, and lessen disruptive maladaptive behaviours have recently been published. Below are some brief summaries of various techniques.

Applied Behavior Analysis (ABA): "Applied" means "practice", "Behavior analysis" may be read as "learning theory," Applied Behavior focuses on the ideas that describe how learning occurs. One such principle is the use of positive reinforcement. A behaviour is more likely to be repeated when it is accompanied by some kind of incentive. Through decades of research, the discipline of behaviour analysis has created a variety of methods for boosting beneficial behaviours and lowering those that might be harmful or hinder learning. It concentrates on what individuals say and do (behaviour) and employs experimental investigations of how the environment affects behaviour to generate methods for behaviour modification. ABA enables us to comprehend how individuals obtain reward for various behaviours and successfully "learn" the behaviours that result in reinforcers.

Functional Behavior Analysis: It is a crucial component of the behaviorally oriented approach to treating undesirable behaviours. Instead of focusing on skill development, FBA often aims to identify a suitable intervention for certain behavioural difficulties. The objective is to pinpoint the antecedent circumstances and reinforcing mechanisms that give rise to and sustain behavioural issues. The majority of problem behaviours have some sort of adaptive purpose and are reinforced by the outcomes, such as gaining (1) adult attention, (2) a desired object, activity, or sensation, or (3) eluding a demand or undesirable scenario. To increase the efficacy and efficiency of behavioural support interventions, functional assessment is a rigorous, empirically supported process of information gathering (O'Neill et al., 1996).

Discrete Trial Training (DTT): Discrete Trial Training (DTT) is a crucial component of the behaviorally oriented approach to treating undesirable behaviours. Instead of focusing on skill development, FBA often aims to identify a suitable intervention for certain behavioural difficulties. The objective is to pinpoint the antecedent circumstances and reinforcing mechanisms that give rise to and sustain behavioural issues. The majority of problem behaviours have some sort of adaptive purpose and are reinforced by the outcomes, such as gaining (1) adult attention, (2) a desired object, activity, or sensation, or (3) eluding a demand or undesirable scenario. To increase the efficacy and efficiency of behavioural support interventions, functional assessment is a rigorous, empirically supported process of information gathering (O'Neill et al., 1996).

Picture Exchange Communication System (PECS): It is a special bundle of interventions for augmentative and alternative communication for people with autism spectrum disorder and associated developmental difficulties. The programme aims to give nonverbal people a means of expressive communication. Line drawings are specifically utilised to represent commonplace items, cuisines, and activities, and the PECS procedure starts by developing straightforward requests. The instructor receives the picture of the item, meal, or activity from the learner, who subsequently receives what is shown in the picture. Carrier phrases, like "I want candy," are introduced when the learner improves at asking favoured

products. Basic behavioural concepts including shaping, differential reinforcement, and transfer of stimulus control are the foundation of the PECS system.

Pivotal Response Training (PRT): PRT aims to employ educational methods in crucial contexts that influence a wide range of target behaviours. When crucial areas are affected, other crucial development areas benefit significantly as a result. This incidental teaching method involves feedback, modelling, role-playing, and didactic instruction. Utilising the learner's interests, motivation, and requirements as the foundation for education, the teacher makes the most of naturally occurring chances. The two "pivotal" behaviours that are the cornerstones of PRT are motivation and the capacity to react to a variety of inputs. Because it causes simultaneous changes in other associated behaviours, motivation is a crucial behaviour (Koegel et al., 1987). Direct reinforcement that is tied directly to the behaviour being taught is known as reinforcement.

Facilitated Communication: It is an augmentative communication technique that allegedly enables people with communication and other difficulties to express themselves in ways that go far above what is thought to be their capacity limits. According to Jacobson, Mulick, and Schwartz (1995), the method entails supporting a nonverbal person's hand to make it simpler for them to type words on a typewriter, computer keyboard, or other communication device. These folks can type extraordinary FC increased thoughts and ideas with the help of hand-over-hand support or other sorts of physical assistance from a person without impairments. People with severe disabilities supposedly communicate that they have normal IQ and sophisticated social skills and knowledge with only a brief introduction to FC.

Structured Teaching: According to Mesibov, Shea, and Schopler (2005), structured teaching is a visually based method for developing highly structured environments that serve people with autism in a range of educational, social, and residential contexts. Instead of focusing on the child's weaknesses, the Treatment and Education of Autistic and Related Communication Handicapped Children (TEACCH) technique was created by Schopler, Mesibov, and Hearsy in 1995. Because of its developmental and behavioural foundations, TEACCH may be seen as an eclectic programme (Schopler & Mesibov, 1995). It is one of the methods of autism intervention that is most regularly used, and it is especially well-liked by special education programmes in public schools.

Developmental Models: The main focus of treatment for autism is developing social connections because it is a social disorder. This is accomplished through offering chances for play and social engagement at home, in a preschool that integrates with the community, and during one-on-one instruction. The target audience for the programme is kids between the ages of 2 and 5. The development of communication, play, sensory, and motor abilities is emphasised in the curriculum, which also encourages self-reliance and involvement in social activities. The Denver paradigm is a thorough "best practises" paradigm that lacks a specific theoretical foundation. The Denver approach, which is centred primarily on employing play, interpersonal interactions, and activities to build symbolic cognition and educate the capacity of communication, aims to address critical inadequacies in imitation, emotion sharing, theory of mind, and social perception. (Handleman & Harris, 2001.)

Multi Sensory Stimulation: Multi sensory stimulation is a therapeutic regime used for people with developmental disabilities. For those with developmental difficulties, dementia, and brain injuries, multisensory stimulation is a common therapy approach. To increase alertness and consciousness in the subject, this entails giving sensory stimulation across a variety of modalities (tactile, visual, aural, gustatory, olfactory, and proprioceptive). A range of sensory experiences can be enjoyed and controlled in multi-sensory environments. This intervention has recently become more widely employed and is applicable in all parts of life. A snoezelen room with equipment to stimulate different senses, such as using lighting effects,

music, sounds, and scents, is traditionally needed for this procedure. The tactile senses can be used to examine various materials on the wall and floor that have various textures.

Early and Intensive Behavioural Intervention (EIBI): It is typically described as comprehensive applied behaviour analytic programming that focuses on a variety of abilities that are important for early childhood development. According to the American Psychological Association's evaluation rubric for assessing the level of empirical support for interventions, only this method of intervention with young children with autism meets the strict requirements for qualification as a well-established and effective intervention. This classification calls for several controlled trials of the intervention in comparison to a variety of suitable controls, together with unmistakable proof of the target intervention's superiority (Chambliss & Hollon, 1998). In order to prepare children to learn from and succeed in typical home and school environments with the fewest supports possible, EIBI aims to increase intellectual (i.e., communication, cognitive, academic) skills and adaptive functioning (i.e., social skills, self-care skills, safety). It also aims to decrease the ASD symptoms and deficits.

Video Modeling: For its practical and successful use in the behavioural sciences, video modelling is a method that has been well-documented (Dowrick & Jesdale, 1991). In video modelling (VM), a subject watches videos of a model or models performing a behaviour, and then the subject is helped and encouraged to mimic the observed behaviour. Modelling techniques are based on Albert Bandura's (1977) theory of social learning, commonly known as observant learning. Due to the distinctive attractiveness of digital technology, video modelling is both easily available and inexpensive. There are many justifications put up in favour of using video modelling with autistic children. Videos can easily be tailored to children's requirements and can include a variety of social contexts and settings to help with behaviour acquisition, maintenance, and generalisation. Videos may also include vicarious reinforcing stimuli that are contingent on the desired behaviours. Children with ASD frequently have overly selective attention or a small field of focus (Charlop-Christy & Daneshvar, 2002; Buchsbaum et al., 1992). By concentrating their attention on the key cues, people with autism seem to be able to pay attention better thanks to video modelling.

Conclusion

Children with autism suffer with their inability to express their needs and have little social connection, among other things. Additionally, physiological symptoms like impaired motor skills, issues with eating and digestion, and sleep issues make them worse. These difficulties frequently take the form of numerous maladaptive behaviours, which further restrict their ability to interact socially with their peers. Children with autism spectrum disorders (ASD) have difficulty understanding and interacting with their surroundings. The educational interventions may have an impact and result in long-lasting, favourable changes in the child. Additionally, it aids in the development of abilities in autistic children that can enhance their quality of life. Even though intervention can be advantageous at any age, early intervention is crucial because learning new skills is much simpler when you're very young. This is because our brains go through important developmental stages in early childhood, and taking advantage of these stages can make learning new things simpler.

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RELATIONSHIP BETWEEN PARENTING STYLE ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

Dr. V. Kasirajan

Professor in Education

Arulmigu Kalasalingam College of Education, Krishnankoil

Abstract

The main objective of the study was carried out to find out whether there is any significant correlation between parenting style and academic achievement of higher secondary students. The sample consists of 300 participants at higher secondary school students procured from seven schools in Srivilliputtur Taluk through a random sampling technique. The collected data was analyzed statistically by using the SPSS package. The findings of the investigation reveal that there is no significant relationship between parenting style and academic achievement of higher secondary students.

Introduction

A parenting style is a psychological build on behalf of standard approaches that parents use in their child-rearing. Parental investment starts soon after birth. Many parents generate their own style from a blend of aspects, and these may progress as the children develop their own personalities and move through life's stages. Parenting style is exaggerated by both the parent's and children's temperaments and is mainly stand on parents and civilization. "Most parents learn parenting practices from their own parent-some they accept, some they discard." The point to which a child's instruction is fraction of parenting is a additional substance of discuss (Esfandiari, 1995).

The excellence of family interactions has significant associations with children's and adolescents' scholastic motivation and achievement and with youthful adults' eventual educational and occupational attainments (Thomas Callaghan 1993). The family environment is the most powerful influence in determining learners' school attainment and educational motivation. States that parents' participation in learning movements has considerable emotional and intellectual proceeds for children. He observes, however, that because helpful and strong families are most important for school success, instructors undertake increasing challenges many children experience harsh family disruption and upheaval. Although it is acknowledged that families are perhaps the most substantial influence on children's school success, it is not clear which family influences are the most significant. Also, research findings are inconclusive about the amount to which associations between family connections and educational performances are independent of a child's family background and family structure (James Coleman, 1991).

Significance of the Study

This world today consists of both the best of times and worst of times for adolescents. Their world possesses powers and perspective inconceivable 50 years ago: computers, longer life expectancies, television, satellite, and air travel. So much availability of knowledge through can be chaotic and dangerous.. Most adolescents today successfully negotiate the path from childhood to adulthood; however, too many of today's adolescents are not provides with sufficient possibilities and hold to become competent adults.

Adolescence is the transition period from childhood to adulthood. One can encounter stress and storm during his period due to physical, emotional, intellectual, and social change the concentration diversion would also be the result if they are not studied correctly. To flourish in the academic aspect kids should

prepare all efforts to study systematically the external distraction should also be controlled to provide children conducive environment for their study. Hence parents love concerning care involvement, and guidance will make a tremendous change in the behavior of the children.

Researchers have found that parenting styles influence the academic achievement of children. The present study focuses on the parenting style and academic achievement of high school students. The investigator feels on this study is the need of the hour to bring about the desirable improvement and parenting styles perceived by the student's pastoral and educational ministries in his place. The present study is unique to explore how far the parenting style relate to the academic achievement of high school students.

Objectives

- To find out the level of parenting style of higher secondary students.
- To find out the level of educational accomplishment of higher secondary students.
- To find out whether there is any significant relationship between parenting style and academic achievement of higher secondary students.

Methodology

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

Population for the Study

The population of the present study is the higher secondary school students of Srivilliputtur Taluk, Virudhunagar district of Tamil Nadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 students from high school, seven higher secondary schools of Srivilliputtur taluk, Virudhunagar district of Tamil Nadu.

Tool

Inventory of Parenting style has been prepared and validated by the investigator

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Analysis of Data

Objective 1

To find out the level of parenting style of higher secondary students

Table 1 The Level of Parenting Style of High School Students

Low		Average		High	
Count	%	Count	%	Count	%
45	15.0	212	70.7	43	14.3

15.0% of the students have low, 70.7% of them have average, and 14.3% of them have a high level of parenting learning style of higher secondary students.

Objective 2

To find out the level of academic achievement of high school students

Table 2 The Level of Academic Achievement of High School Students

Low		Average		High	
Count	%	Count	%	Count	%
12	4.0	248	82.7	40	13.3

4.0% of the students have low, 82.7% of them have average and 13.3% of them have a high level of academic achievement of higher secondary ol students.

Hypothesis 1

There is no significant relationship between Parenting Style and Academic Achievement of higher secondary Students.

**Table 3 Relationship between Parenting Style and Academic Achievements
Higher Secondary Students**

Parenting style		Academic Achievement		ΣXY	Calculated value	Remarks
ΣX	ΣX^2	ΣY	ΣX			
17764	1057064	95448	30905958	5647607	0.079	NS

The calculated 'r' value (0.079) is less than the table value (0.088) at 5% level of significance. Hence the null hypothesis is accepted. Thus, the result shows that there is no significant relationship between parenting style and academic achievement of higher secondary students.

Major Findings of the Study

- 15.0% of the students have low, 70.7% of them have average, and 14.3% of them have a high level of the parenting learning style of higher secondary students.
- 4.0% of the students have low, 82.7% of them have average, and 13.3% of them have a high level of scholastic achievement of higher secondary students
- There is no significant correlation between parenting style and academic achievement of higher secondary students.

Educational Implications

Parents must adopt a democratic parenting style and must use it practically while dealing with their children. The Parents must encourage their children to contribute in activities that match their flairs and work hard by being authentically interested in their activities. Understanding the importance of parenting style in the life of children, schools and administrators should arrange workshops and training for parents to direct the parents about the various strategies which they should use for their child's development.

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ENVIRONMENTAL ETHICS OF HIGHER SECONDARY STUDENTS IN RELATION TO ACHIEVEMENT IN BIOLOGY

Dr. M. Nithya Kalyani

Assistant Professor

Arulmigu Kalasalingam College of Education, Krishnankoil

G. Kalaiselvi

M.Ed Research Scholar

Arulmigu Kalasalingam College of Educaion, Krishnankoil

Abstract

This investigation was done to see if there is any significant relationship between environmental ethics and achievement in biology of higher secondary students. The sample comprises of 300 higher secondary students acquired from ten higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant relationship between environmental ethics and achievement in biology of higher secondary students.

Keywords: *Environmental Ethics, Achievement, Acquired, Significant, SPSS Software.*

Introduction

Human life is the best creation of God has got two aspects: the biological and sociological or cultural. While the former is preserved and transmitted by food and reproduction, the later is preserved and transmitted by “Education”. Biological aspect is found in plants and animals life also. But the sociological or cultural aspect is the rare distinction of human life alone. It is only ‘Man’ who is capable of being educated. Through education he tries to seek new ideas and new ways of life and he promotes his intelligence and knowledge. “Education is one of the major life processes” of the human individuals. “Just as there are certain indispensable vital processes of life in biological sense, so education may be considered a vital process in a social sense. Without education, the individual would be unqualified for group life”. Says M. L. Geeting.

Education is an abstract entity and its concept is dynamic. It is a continuous process. It has passed through many ages and stages in the process of evolution. It must continue to grow and change.

Significance of the Study

The study conducted will be of great benefit to the different take holders in education. The results of the present study will help to develop environmental education programs. It will give feed back to the students about environmental awareness and ethics. It will also give feed back to parents and teachers about student environmental awareness and their knowledge on environmental ethics to protect the environment. It will be an eye opener to the administrators regarding the environmental awareness and ethics among the Secondary school students in The findings of the study will help the policy makers, curriculum framers to make education programs environmental friendly. The findings of the study could be utilized for bringing changes in secondary school and higher secondary school curriculum in the subject of environmental studies. The result will also help NGOs and other organizations working in the area of environmental related issues. The findings of the study will have global implications. The Environmental Awareness and Environmental Ethics of students areas perceived by self only. This has made the investigator choose the present study to analyze the environmental ethics of higher secondary students in relation to achievement in biology. Hence the investigator decided to study the problem.

Objectives

1. To find out the level of environmental ethics of higher secondary students.
2. To find out the level of achievement in Biology of higher secondary students.
3. To find out whether there is no significant relationship between environmental ethics and achievement in Biology of higher secondary students.

Hypothesis

1. There is no significant difference between male and female higher secondary students in their environmental ethics.
2. There is no significant relationship between environmental ethics and achievement in Biology of higher secondary student

Methodology

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

Population for the Study

The population of the present study is the higher secondary students of Virudhunagar district of Tamil Nadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 higher secondary students from higher secondary schools in Virudhunagar district of Tamil Nadu.

Tool

- Environmental ethics and Scales were prepared and validated by investigator and the guide.
- Achievement in Biology of the students is assessed by the marks obtained by them in the Half-yearly examinations in Biology subject.

Statistical Techniques

Percentage, Mean, Standard Deviation, and Correlation

Analysis of Data

Objective 1

To find out the level of Environmental ethics of higher secondary students

Table 1 Level of Environmental Ethics of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
76	25.3	147	49.0	77	25.7

It is inferred from the above table that, 25.3% of prospective teacher have low, 49.0% of them have moderate and 25.7% of them have high level of e-content of perspective teachers.

Hypothesis 1

There is no significant difference between male and female higher secondary school students in their environmental ethics.

Table 2 Difference Between Male and Female Higher Secondary School Students in their Environmental Ethics

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	110.1429	16.988	3.159	S
Female	167	116.2036	16.114		

It is inferred from the above table that calculated 't' value (3.159) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary school students in their environmental ethics.

Hypothesis 2

There is no significant relationship between environmental ethics and achievement in Biology of higher secondary students.

Table 3 Significant Relationship Between Environmental Ethics and Achievement in Biology of Higher Secondary Students

Variables	N	df	Table value	'r' Value	Remarks	Level
Environmental ethics VS Achievement in Biology	300	298	0.064	0.188	S	A strong uphill (positive) linear relationship

The above table impels that calculated 't' value is greater than the critical values of 0.064 at 0.05 level of significance. Hence, the null hypothesis is rejected and concluded that There is no significant relationship between environmental ethics and achievement in Biology of higher secondary student. A stronger and positive linear environmental ethics and achievement in Biology of higher secondary students.

Major Findings

1. The Majority 49% of higher secondary students have moderate level of environmental ethics. These findings reveal that the environmental ethics of higher secondary students in Virudhunagar district is moderate.
2. There is significant difference between male and female higher secondary school students in their environmental ethics.
3. There is significant relationship between environmental ethics and achievement in Biology of higher secondary student

Interpretation

1. The finding of the present study shows that there is significant difference between male and female higher secondary school students in their environmental ethics. Female (116.20) are better than male students (110.14) in their environmental ethics. This is maybe due to fact that female have more environmental ethics than male.

2. The finding of the study of results that concluded that there is significant relationship between environmental ethics and achievement in Biology of higher secondary students. A stronger and positive linear environmental ethics and achievement in Biology of higher secondary students. This is due to fact that Environmental ethics increased automatically achievement in Biology increased.

Recommendations of the Study

1. Teacher is one of the most important key who operated the educational system, hence it is necessary to see that they have strong and efficient professional skills.
2. Environment education shall begin from 'self'. It should start with the teacher in all his/her walks of life.
3. Teacher should consider the subject of environment education with holistic approach so as to develop holistic perspective on environment so that students understand the sensitive relationships among physical, biological and socio-cultural dimensions of environment.
4. They should develop self-learning modules or auto instructional package of environmental studies required for different levels of students. They should provide project based activities to students so that students are close to nature. Environmental issues should be taught by the teacher in an integrated manner.

Suggestions for the Further Research

This investigation opens the new avenues to the research in the field of education.

1. A study of environment awareness and environmental ethics among under graduate students and post graduate students.
2. A study of environment awareness and environment ethics among arts, science and commerce students of various universities.
3. A study of environment awareness among elderly people in Tamil Nadu and their attitude towards environment.
4. A comparative study of environment ethics among state board Secondary school students in Virudhunagar district
5. A study of environment awareness and environment ethics among aided and unaided secondary school students in South Tamil Nadu region.

Conclusion

Humans are part of the ecosystem. We are interrelated with each other and every component has their own purpose in the environment. Too much anthropogenic activities have lead to a global problem of pollution. Our natural environment makes human life possible, and our cultural environment helps define who we are. It is therefore essential that our population and economic growth are environmentally sustainable

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Affiliated to Tamil Nadu Teachers Education University, Chennai)
Anand Nagar, Krishnankoil - 626 126. Srivilliputtur (Taluk), Virudhunagar District

ISSN 2581-5377



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