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CONTENTS

A STUDY ON EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS

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Abstract

The present study is entitled as "A study on Emotional maturity of higher secondary students". The values present an everyone of us may be found to have varying capacitates and abilities with regard to one's dealing with emotions. The purpose of the present study was to find out the Emotional maturity of higher secondary. The research type was a survey method, which consists of purposive sampling of 300 high school students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The findings reveal that there is a significant difference between male and female higher secondary students in their Emotional Maturity.

Keywords: *Emotional Maturity, Higher Secondary Students, Descriptive, Survey Method and SPSS.*

Introduction

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional maturity was focused but due to the birth of concept emotional maturity, it is thought that total personality development of an individual symbolizes the integration of conventional maturity and emotional maturity. Emotional maturity speaks about empathy and relationships. It matters more than general maturity. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, emotional maturity got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every o ne of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day by day negotiations between the on- screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters canprompt genuine improvement of school performances. They additionally observe the school as a spot

where students can get the hang of something of their future social conduct from these trades. However, they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others.

Significance of the Study

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional maturity was focused but due to the birth of concept emotional maturity, it is thought that total personality development of an individual symbolizes the integration of conventional maturity and emotional maturity. Emotional maturity speaks about empathy and relationships. It matters more than general maturity. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, emotional maturity got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every o n e of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day-by-day negotiations between the on- screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They additionally observe the school as a spot where students can get the hang of something of their future social conduct from these trades. However, they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others. With this background the investigator coined entitled as on **'A STUDY ON EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS'.**

Objectives of the Study
1. To find out the level of Emotional maturity of higher secondary students.
2. To find out the level of Emotional maturity of higher secondary students with respect to gender.
3. To find out the level of Emotional maturity of higher secondary students with respect to residence

Null Hypothesis
1. There is no significant difference in Emotional maturity of higher secondary students with respect to gender.

2. There is no significant difference in Emotional maturity of higher secondary students with respect to residence.

Delimitations
1. The emotional maturity consists for the study.
2. The study was limited only to higher secondary students in Virdhunagar.
3. The sample was limited to 300 higher secondary students.

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

Population for the Study
The population for the present study is high school students in Virudhunagar district.

Sample for the Study
The sample size is 300 higher secondary students from 10 higher secondary schools in Virudhunagar district.

Tool
Emotional maturity inventory prepared and validated by Mayer and Salovey (2012) adopted.

Statistical Techniques
Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of data
Objective: 1
To find out the level of Emotional maturity of higher secondary students with respect to gender.

Table 1 Level of Emotional Maturity of Higher Secondary Students with Respect to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	25	17.4	97	67.4	22	15.3
Female	21	13.5	106	67.9	29	18.6

It is inferred from the above table that, 17.4% of the male high school students have low, 67.4% of them have moderate and 15.3% of them have high level of Emotional maturity. 13.5% of the female high school students have low, 67.9% of them have moderate and 18.6% of them have high level of Emotional maturity.

Objective: 2

To find out the level of Emotional maturity of higher secondary students with respect to residence.

Table 2 Level of Emotional Maturity of Higher Secondary Students with Respect to Residence

Residence	Low		Moderate		High	
	No.	%	No.	%	No.	%
Day-scholar	29	21.8	82	61.7	22	16.5
Hosteller	17	10.2	121	72.5	29	17.4

It is inferred from the above table that, 21.8 % of the day-scholar high school students have low, 61.7% of them have moderate and 16.5% of them have high level of Emotional maturity.10.2% of the hosteller high school students have low, 72.5% of them have moderate and 17.4% of them have high level of Emotional maturity.

Null Hypothesis: 1

There is no significant difference in Emotional maturity of higher secondary students with respect to gender

Table 3 Difference in Emotional Maturity of Higher Secondary Students with Respect to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	144	74.8958	15.06337	2.434	S
Female	156	77.2949	13.91690		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (2.434) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in Emotional maturity of higher secondary students with respect to gender.

Null Hypothesis: 2

There is no significant difference in Emotional maturity of higher secondary students with respect to residence.

Table 4 Difference in Emotional Maturity of Higher Secondary Students with Respect to Residence

Residence	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Day-scholar	133	74.2707	15.49542	2.006	S
Hosteller	167	77.6347	13.52524		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (2.006) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in Emotional maturity of higher secondary students with respect to residence.

Major Findings
Descriptive Analysis
1. 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of Emotional maturity of higher secondary students.
2. 13.5% of the female students have low, 67.9% of them have moderate and 18.6% of them have high level of Emotional maturity of higher secondary students.
3. 21.8% of the day-scholar students have low, 61.7% of them have moderate and 16.5% of them have high level of Emotional maturity of higher secondary students.
4. 10.2% of the hosteller students have low, 72.5% of them have moderate and 17.4% of them have high level of Emotional maturity of higher secondary students.

Inferential Analysis
1. There is a significant difference in Emotional maturity of higher secondary students with respect to gender.
2. There is a significant difference in Emotional maturity of higher secondary students with respect to residence.

Interpretation
1. The 't' test result shows that there is significant difference in Emotional maturity of higher secondary students with respect to gender. The man values of female students are better than the male students in their environmental education. This may be due to the fact that the female students may have better knowledge, understanding and skills about natural environment and also, they have to keep surrounding neatly so they female students have high level of environmental education.
2. The 't' test result shows that there is significant difference in Emotional maturity of higher secondary students with respect to residence. The man values of hosteller students are better than the day-scholar students in their environmental education. This may be due to the fact that the hosteller may have participated in tree planting campaign in and around their schools and residential areas

Recommendations of the Study
1. The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counselling workers to enable underachieving students to attain standards of excellence in life according to their maturity level through emotional maturity training programme.
2. By enhancing the study habits and study attitudes of underachieving students, educators can not only eliminate academic alienation among such students, but in

turn, can also raise the level of academic performance and move towards a brighter future, as proved by the present study. Later, they can contribute positively towards nation building.

Suggestions of the Study

The following are the suggestions for further research studies.

1. The study can be extended by adopting other ways of quantitative analysis techniques viz., path analysis, factor analysis etc., which are the extensions of regression analysis to do the in-depth analysis of Academic Achievement.

2. The study can be extended by adopting mixed approach of qualitative research methods as well as quantitative to know more reasons for the significant predictors in predicting academic achievement of secondary students.

Conclusion

In the present study, it is found that there is significant difference between male and female high school students in their emotional maturity. Female are better than male high school students in their emotional maturity. There is significant difference between rural and urban high school students in their emotional maturity. Urban students are better than rural students in their emotional maturity and also found that there is significant difference between nuclear and joint family high school students in their emotional maturity. Joint family students are better than nuclear family students in their emotional maturity.

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A STUDY ON TIME MANAGEMENT OF HIGHER SECONDARY STUDENTS

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Abstract

The present study is entitled as "A study on Time management of higher secondary students". The values present an everyone of us may be found to have varying capacitates and abilities with regard to one's dealing with emotions. The purpose of the present study was to find out the Time management and Achievement in English of higher secondary students. The research type was a survey method, which consists of purposive sampling of 300 higher secondary students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The findings reveal that there is a significant difference between male and female higher secondary students in their Time management.
Keywords: *Time management, higher secondary students, Descriptive, Survey method and SPSS.*

Introduction

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional intelligence was focused but due to the birth of concept time management, it is thought that total personality development of an individual symbolizes the integration of conventional intelligence and time management. Time management speaks about empathy and relationships. It matters more than general intelligence. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, time management got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every o ne of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day-by-day negotiations between the on-screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They additionally observe the school as a spot where

students can get the hang of something of their future social conduct from these trades. However, they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others.

Significance of the Study

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional intelligence was focussed but due to the birth of concept time management, it is thought that total personality development of an individual symbolizes the integration of conventional intelligence and time management. Time management speaks about empathy and relationships. It matters more than general intelligence. It is affective in nature and involves skills like interpersonal and intrapersonal skills. Introduced by Mayer and Salovey, time management got international recognition through Daniel Goleman's work. It is the capacity to recognize our own feelings and those of others for motivating ourselves and for managing emotions well in us and in our relationships. There is right now a tendency to consider schools as organic wholes that develop and create, and inside which every o ne of the on-screen characters, their activities and their insight are interrelated and connect with the encompassing condition, this organic analogy for organizations is taken up by the individuals who try to build the proficiency of schools as spots of learning. In addition to other things, in drawing a parallel with the working of living organisms, they stress interior correspondence and specifically the effect of day-by-day negotiations between the on- screen characters concerning available resources of running the school. They contend that just a far more noteworthy collaboration between every one of the on-screen characters can prompt genuine improvement of school performances. They additionally observe the school as a spot where students can get the hang of something of their future social conduct from these trades. However, they hold back before indicating the requirement for an increasingly deliberate way to deal with certain skills identified with understanding emotions in one and in one's relationships with others. With this background the investigator coined entitled as on **'A STUDY ON TIME MANAGEMENT OF HIGHER SECONDARY STUDENTS'.**

Objectives of the Study
1. To find out the level of Time management of higher secondary students.
2. To find out the level of Time management of higher secondary students with respect to gender.
3. To find out the level of Time management of higher secondary students with respect to residence

Null Hypothesis
1. There is no significant difference in Time management of higher secondary students with respect to gender.

2. There is no significant difference in Time management of higher secondary students with respect to residence.

Delimitations
1. The time management consists for the study.
2. The study was limited only to higher secondary students in Virdhunagar.
3. The sample was limited to 300 higher secondary students.

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

Population for the Study
The population for the present study is higher secondary students in Virudhunagar district.

Sample for the Study
The sample size is 300 high and higher secondary students from 10 schools in Virudhunagar district.

Tool
Time management scale constructed and validated by investigator and guide (2022).

Statistical Techniques
Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of Data
Objective: 1
To find out the level of Time management of higher secondary students with respect to gender.

Table 1 Level of Time Management of Higher Secondary Students with Reference to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	57	33.3	80	46.8	34	19.9
Female	7	5.4	97	75.2	25	19.4

It is inferred from the above table that 33.3% of the boy higher secondary students have low, 46.8% of them have moderate and 19.9% of them have high level of Time management. 5.4% of the girl higher secondary students have low, 75.2% of them have moderate and 19.4% of them have high level of Time management.

Objective: 2
To find out the level of Time management of higher secondary students with respect to residence.

Table 2 Level of Time Management of Higher Secondary Students with Reference to Residence

Residence	Low		Moderate		High	
	No.	%	No.	%	No.	%
Day-scholar	39	29.3	36	27.1	58	43.6
Hosteller	25	15.0	141	84.4	1	0.6

It is inferred from the above table that, 29.3% of higher secondary students who are coming as day-scholars have low, 27.1% of them have moderate and 43.6% of them have high level of Time management. 15.0% of students who are coming from the hostel have low, 84.4% of them have moderate and 0.6% of them have high level of Time management.

Null Hypothesis: 1

There is no significant difference in Time management of higher secondary students with respect to gender

Table 3 Significant Difference between Boy and Girl of Higher Secondary Students in their Time Management

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	171	1.78752	32.51476	1.706	NS
Female	129	1.85022	30.13808		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (1.706) is less than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between boy and girl higher secondary students in their Time management.

Null Hypothesis: 2

There is no significant difference in Time management of higher secondary students with respect to residence

Table 4 Significant Difference between Day-Scholar and Hosteller Higher Secondary Students in Their Time Management

Residence	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Day-scholar	133	1.95812	38.43120	7.671	S
Hosteller	167	1.70012	18.14234		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (7.671) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between day–scholar and hosteller higher secondary students in their Time management.

Major Findings
Descriptive Analysis
1. 21.3% of the higher secondary students have low, 59.0% of them have moderate and
2. 19.7% of them have high level of Time management
3. 33.3% of the boy students have low, 46.8% of them have moderate and 19.9% of them have high level of Time management.
4. 5.4% of the girl students have low, 75.2% of them have moderate and 19.4% of them have high level of Time management.
5. 29.3% of higher secondary students who are coming as day-scholars have low, 27.1% of them have moderate and 43.6% of them have high level of Time management.

Inferential Analysis
1. There is no significant difference between boy and girl higher secondary students in their Time management.
2. There is significant difference between day –scholar and hosteller higher secondary students in their Time management.

Interpretation
The 't' test result shows that there is significant difference in Time management of higher secondary students with respect to residence. The man values of hosteller students are better than the day-scholar students in their environmental education. This may be due to the fact that the hosteller may have participated in tree planting campaign in and around their schools and residential areas.

Recommendations of the Study
1. The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counselling workers to enable underachieving students to attain standards of excellence in life according to their intelligence level through time management training programme.
2. By enhancing the study habits and study attitudes of underachieving students, educators can not only eliminate academic alienation among such students, but in turn, can also raise the level of academic performance and move towards a brighter future, as proved by the present study. Later, they can contribute positively towards nation building.

Suggestions of the Study
The following are the suggestions for further research studies.
1. The study can be extended by adopting other ways of quantitative analysis techniques viz., path analysis, factor analysis etc., which are the extensions of regression analysis to do the in-depth analysis of Academic Achievement.

2. The study can be extended by adopting mixed approach of qualitative research methods as well as quantitative to know more reasons for the significant predictors in predicting academic achievement of secondary students.

Conclusion

In the present study, it is found that there is significant difference between male and female higher secondary students in their time management. Female are better than male higher secondary students in their time management. There is significant difference between rural and urban higher secondary students in their time management. Urban students are better than rural students in their time management and also found that there is significant difference between nuclear and joint family higher secondary students in their time management. Joint family students are better than nuclear family students in their time management.

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10. Jakir Hussain Laskar (2018). Time management of the B.Ed. teacher educators. Indian journal of research, 7(4), 25-26.

ATTITUDE TOWARDS E - LEARNING OF PROSPECTIVE TEACHERS WITH REFERENCE TO NATURE OF COLLEGE

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Abstract

The objectives of the study were to find out the level of attitude towards e - learning of prospective teachers with reference to nature of college. Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population of the present study was comprised of prospective teachers who are studying in colleges of Education of Virudhunagr District. A sample size of 300 prospective teachers from randomly selected 7colleges of education from Virudhunagr District was selected using simple random sampling method. Attitude towards E-learning Scale (2023) was developed and standardized by the investigators was used for getting the level of attitude towards E-leaning of the sample. In this study, various statistical measures such as Mean, Standard Deviation, t-test and were used. The investigator found that i) the level of attitude towards e-learning among prospective teacher is average. ii) there is significant difference in attitude towards e-learning among prospective teacher with respect to nature of school.

Introduction

E-learning has become a fundamental component of modern education, reshaping the way knowledge is imparted and acquired. Among prospective teachers, attitudes toward e-learning vary widely, influenced by a myriad of factors including personal experiences, technological proficiency, pedagogical beliefs, and institutional support. The transformative impact of e-learning on education, highlighting its potential to democratize access to quality learning resources, cater to diverse learning styles, and facilitate lifelong learning. It could also mention the growing significance of digital literacy and fluency in the 21st-century classroom, underscoring the need for educators to adapt to evolving educational paradigms.

When discussing prospective teachers' attitudes, it's crucial to acknowledge the spectrum of perspectives that exist. Some may embrace e-learning enthusiastically, recognizing its capacity to enhance engagement, collaboration, and flexibility in teaching and learning. Others may harbor reservations, citing concerns about the effectiveness of online instruction in fostering meaningful student-teacher interactions, promoting deep learning, and addressing equity issues related to access and digital divide.

Factors shaping attitudes toward e-learning among prospective teachers may include their exposure to technology-integrated pedagogies during teacher training programs, personal comfort with digital tools and platforms, perceptions of administrative support for e-learning

initiatives, and the perceived compatibility of e-learning with their teaching philosophy and instructional goals.

Ultimately, understanding and addressing prospective teachers' attitudes toward e-learning is essential for fostering a culture of innovation and continuous improvement in teacher education programs. By recognizing the opportunities and challenges associated with e-learning, educators can work collaboratively to harness its full potential in preparing the next generation of teachers for the dynamic demands of the digital age.

Significance of the Study

This study aims to examine the attitudes of prospective teachers towards e-learning, which refers to the use of electronic technologies for educational purposes. Prospective teachers are individuals currently enrolled in teacher education programs or preparing to enter the teaching profession. Understanding their attitudes towards e-learning is crucial for several reasons:

As technology continues to play a significant role in education, prospective teachers need to be prepared to effectively integrate e-learning tools and resources into their future classrooms. Their attitudes towards e-learning can influence their readiness to adopt and utilize digital technologies for teaching and learning. Positive attitudes towards e-learning can lead to the adoption of innovative teaching strategies and instructional methods. Prospective teachers who embrace e-learning are more likely to explore digital resources, engage students in interactive learning experiences, and adapt their teaching approaches to meet the diverse needs of learners in digital learning environments. E-learning has the potential to enhance student engagement, motivation, and learning outcomes. Prospective teachers' attitudes towards e-learning can impact their ability to create dynamic and interactive learning experiences that promote active participation, collaboration, and knowledge construction among students. Embracing e-learning technologies allows prospective teachers to access a wide range of professional development opportunities and resources. Positive attitudes towards e-learning can foster a mindset of lifelong learning, enabling teachers to continuously enhance their skills, stay abreast of emerging technologies and educational trends, and adapt to changing educational contexts. E-learning can provide opportunities for educational equity and access by overcoming barriers related to geography, time, and resources. Prospective teachers' attitudes towards e-learning are essential for ensuring inclusive and equitable access to quality education for all students, regardless of their backgrounds or circumstances.

Overall, this study's significance lies in its potential to inform teacher education programs, professional development initiatives, and educational policies aimed at preparing prospective teachers to effectively utilize e-learning technologies and promote positive learning outcomes in the digital age. By understanding and addressing attitudes towards e-learning among prospective teachers, educators can better equip them with the knowledge, skills, and mindset needed to thrive in today's technology-rich educational landscape.

Objectives of the Study
1. To find out the level of attitude towards e-learning among prospective teachers.
2. To find out the level of attitude towards e-learning among prospective teachers with respect to nature of school.
3. There is no significant difference in attitude towards e-learning among prospective teachers with nature of school.

Methodology

Survey Method was utilized to collect the data from the respondents through planned questionnaire designed on the basis of the objectives of the study. The population for the present study comprises all the prospective teachers who are studying in the colleges of education located in Virudhunagar District. In the present study, the investigator used simple random sampling technique for selecting the sample. The investigator has randomly selected seven colleges of education from Virudhunagar distract affiliated to Tamil Nadu Teacher's Education University. From these colleges of education, 300 prospective teachers were selected. Attitude towards E- learning (2023) prepared and validates by the investigators was used for getting the level of attitude towards E- learning of the sample. In this study, various statistical measures such as percentage Mean, Standard Deviation and t-test were used.

Analysis of the Study
Objective
1. The level of attitude towards e - learning of prospective teachers

Table 1 Level of Attitude towards E - Learning of Prospective Teachers

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

It is inferred from the above table that, 7.7% of the Prospective teachers have low, 75.7% of them have moderate and 16.7% of them have high level of Attitude towards E – learning.
2. The level of attitude towards e - learning of prospective teachers with respect to nature of college is average.

Table 2 Level of Attitude towards E - Learning of Prospective Teachers with Reference to Nature of College

Nature of college	Low		Moderate		High	
	No.	%	No.	%	No.	%
Women's college	3	2.7	104	94.5	3	2.7
Coeducation college	20	10.5	123	64.7	47	24.7

It is inferred from the above table that, 2.7% of the women's college Prospective teachers have low, 94.5% of them have moderate and 2.7% of them have high level of Attitude towards E - learning. 10.5% of the co-education college Prospective teachers have low, 64.7% of them have moderate and 24.7% of them have high level of Attitude towards E - learning

Hypothesis

3. There is no significant difference between women's college and co-education college of Prospective teachers in their Attitude towards E - learning.

Table 3 Difference between Women's College and Co-Education College of Prospective Teachers in their Attitude towards E-Learning

Nature of college	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Women's college	110	85.4818	8.12712	3.981	S
Co-education college	190	93.3684	19.82546		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that the calculated 't' value (3.981) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between women's college and co-education college of Prospective teachers in their Attitude towards E - learning.

Findings of the Study

1. 7.7% of the Prospective teachers have low, 75.7% of them have moderate and 16.7% of them have high level of Attitude towards E – learning.
2. 7% of the women's college Prospective teachers have low, 94.5% of them have moderate and 2.7% of them have high level of Attitude towards E - learning.
3. 10.5% of the co-education college Prospective teachers have low, 64.7% of them have moderate and 24.7% of them have high level of Attitude towards E - learning
4. There is significant difference between women's college and co-education college of Prospective teachers in their Attitude towards E – learning.

Interpretation

The 't' test result shows there is significant difference between women's college and co-education college of Prospective teachers in their Attitude towards E - learning . The mean value of co-education college Prospective teachers are better than the women's college Prospective teachers in their Attitude towards E - learning. This may be due to the fact Prospective teachers from co-educational colleges may have had exposure to male and female role models and mentors in the field of education who advocate for the integration of technology and e-learning in teaching practices. This exposure to diverse role models and mentors could inspire students to develop a more positive attitude toward e-learning and embrace digital tools as effective teaching resources.

Recommendations of the Study

Based on the findings of the study, provide recommendations for teacher education programs, educational policymakers, and stakeholders in the teaching profession to foster positive attitudes towards e - learning among prospective teachers. These recommendations may include:

1. Integrate e-learning components into teacher education programs to familiarize prospective teachers with technology-enhanced teaching methods.
2. Offer professional development opportunities focused on e-learning tools and strategies for both pre-service and in-service teachers.
3. Create supportive environments that encourage experimentation and innovation in e-learning practices.
4. Address concerns related to access to technology and digital literacy skills among prospective teachers.
5. Foster collaboration and knowledge sharing among educators to promote best practices in e-learning implementation.
6. Offer targeted professional development opportunities focusing on e-learning tools and strategies for prospective teachers above 30 years old. Provide training sessions on how to effectively integrate e-learning into teaching practices, emphasizing its benefits for student engagement and learning outcomes.
7. Establish mentorship programs where younger Maths and Science subject prospective teachers can serve as technology mentors for older prospective teachers. Encourage collaboration and knowledge sharing between the two groups to enhance digital literacy skills and promote positive attitudes towards e-learning.

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ATTITUDE TOWARDS VALUE PERCEPTION OF
HIGH SCHOOL STUDENTS

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Abstract

The present study is entitled as "Attitude towards Value perception of high school students". The values present a true viewpoint of the growth of any society or nation. They tell us to what degree a society or nation has developed itself. Values are intrinsic worth, principles and traits on which actions and beliefs are based. The purpose of the present study was to find out the Attitude towards Value perception of high school students. The research type was a survey method, which consists of purposive sampling of 300 higher secondary school students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The majority of the higher secondary school students found to have moderate level of Value perception.

Keywords: *Value Perception, High School Students, Standard Deviation and 't'-test*

Introduction

Today, there is lot of degradation of values. Individuals pursue material abundance. Individuals need to bring in cash even through unethical methods. At the underlying phases of the youth appropriate establishment will be laid on Moral values among individuals and understudies, schools and the schools are the organizations which can bear this duty .Hence, there is a need to take up research exercises in the space of Moral values. The current Indian culture is invaded with the social infections coming about like debasement of virtues openly, private, corporate and political areas bringing about defilement, misdirection, brutality, psychological warfare, futile daily existence in scholarly and political circles. It is astounding to see that viciousness and psychological oppression are supported furtively by government and a few associations coasted for the reason which gets unsaid financing by global networks and personal stakes. The youthful and the poor are drawn in towards such terrible exercises by exploiting their neediness and un-work by siphoning financial advantages for their lavish living. In the event that this pattern is proceeded, there will be against social exercises in all aspects of the nation prompting running of equal administrations (governments) pushing the everyday person back to the divider. Since the understudies overall and the optional understudies specifically are the planners of future texture of our general public, one should take care that they ought not succumb to the maneuvers of against social components.

Need and Significance of the Study

Value education helps in tackling these issues at the root where they begin. Everything issues can be tackled effectively if the residents have dominated their brain, and are unadulterated, amicable and genuine. Youngsters are essentially unadulterated, earnest and anxious to learn. On the off chance that the schools/universities confer the value character building values successfully, the immaculateness of the understudies can be kept up with and upgrades. Retaining the value values at an early and open age, will be useful for the young, and will thusly guarantee that India has a sparkling future. In prior years, say up to 70's there was Value education classes in numerous schools up to ninth Standard. Bit by bit it disappeared. No one knows the explanation. Value insight is must for present day understudies that too in school level moreover. Our own is a social based nation and our nation has numerous morals like Bhagavad-Gita, Ramayana, Mahabharata, Quran, Bible and so on, But numerous understudies of present day doesn't mindful any of the idioms in such morals. Just a few offspring of moral after families think about Values. Since we are having may bends in lives at numerous stages, the Value education is to be presented in schools once more.

Objectives

1. To find out the level of Attitude towards Value perception of high school students.
2. To find out the level of Attitude towards Value perception of high school students with respect to gender.
3. To find out the level of Attitude towards Value perception of high school students with respect to locality of students.

Hypotheses

1. There is no significant difference in attitude towards value perception of high school students with respect to gender.
2. There is no significant difference in attitude towards value perception of high school students with respect to locality of students.

Delimitations of the Study

1. This study is limited to only higher secondary school students.
2. This study is confined only to Virudhunagar district in Tamilnadu.

Sample for the Study

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

Tools used for Present Study

Value perception inventory developed and standardized by Porgio and Lokanadha reddy (2001).

Statistical Techniques Used

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

Analysis of Data

Objective: 1

To find out the level of Attitude towards Value perception of high school students

Table 1 Level of Attitude towards Value Perception of High School Students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Value perception	49	16.3%	199	66.3 %	52	17.3 %

The following inference are drawn from the above table in respect of the entire sample of higher secondary school students, 16.3 % of the total sample have low level of Value perception, 66.3% of them have moderate level and 17.3% of higher secondary school students have high level of Value perception. These findings reveal that the majority of the higher secondary school students belong to the moderate level of Value perception.

Hypothesis: 1

There is no significant difference in attitude towards value perception of high school students with respect to gender.

Table 2 Significant Difference in Attitude towards Value Perception of High School Students with Respect to Gender

Gender	N	Mean	SD	't' value	Level of Significance
Male	161	73.35	15.54	0.26	Not significant
Female	139	72.88	16.03		

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

It is inferred from the above table that calculated 't' value (0.26) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in attitude towards value perception of high school students with respect to gender.

Hypothesis: 2

There is no significant difference in attitude towards value perception of high school students with respect to locality of students.

Table 3 Significant Difference in Attitude towards Value Perception of High School Students with Respect to Locality of Students

Locality	N	Mean	SD	't' value	Level of Significance
Rural	181	73.57	16.36	0.656	Not significant
Urban	119	72.36	14.64		

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

It is inferred from the above table that calculated 't' value (0.656) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in attitude towards value perception of high school students with respect to locality of students.

Major Findings

- 16.3 % of the total sample have low level of Value perception, 66.3% of them have moderate level and 17.3% of higher secondary school students have high level of Value perception.
- Table 1.2 reveals that there is no significant difference between male and female Higher secondary school students in their value perception. While comparing the mean scores of male (mean = 73.35) and female (mean = 72.88) students, Male students have more value perception than female students.
- Table 1.3 reveals the calculated critical ratio value is found to be 3.001, which is significant at 0.05 level. It is inferred that the nuclear and joint family higher secondary school students differ significantly in their Value perception.

Interpretation

The findings shows that there is significant difference between Nuclear and joint family higher secondary school students with respect to Value perception. It was seen that there is a high mean score in the Value perception of joint family students as compared to nuclear family students. Kids in a nuclear family miss the affection they receive from uncles, aunts and cousins living under one covering. Children who are bounded by family lead a protected and joyful life. There are quite a few reasons why people have a preference living in a joint family, and one of the prime reasons is that it ensures strong family bonds. Children learn significant values such as sharing, mingling, bonding and understanding while living in a joint family.

Recommendations of the Study

The present study gives a clear-cut view about the present position of higher secondary school students' value perception and academic achievement. Based on the important findings stated earlier, the following recommendations are suggested:

- It is vital for the instruction framework to consolidate esteem schooling in the educational plan rigidly. To raise a reasonable person who is viable yet sympathetic, strict yet educated. The values identified with society, culture, religion and science

ought to be coordinated proportionately so that culture invigorates the logical disposition of the country's childhood.

- Value-direction programs, in-administration training, roads for the expert development and advancement of the instructors ought to be given main goal and a new and dynamic disposition ought to be created.
- School specialists, particularly the instructors should feel that it is their obligation to instill and upgrade values in the students, not just with the help of training (for example esteem based instructive destinations) yet ought to likewise go about as good example for the students.

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A STUDY ON ATTITUDE TOWARDS DEMOCRACY OF
HIGH SCHOOL STUDENTS

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Abstract
This investigation was done to see if there is any significant relationship in attitude towards Democracy of high school 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 the level of attitude towards Democracy of high school students is moderate.
Keywords: *Attitude towards Democracy, high school students, Descriptive, Survey method and SPSS.*

Introduction

Democracy is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among various forces. Democracy is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment.

A major goal in the health caring of today's youth is education so that adolescents can become knowledgeable about the relationship between their lifestyle and their physical and mental health. They also need help in achieving the maturity essential to choose a healthy lifestyle and accept responsibility for their personal health. Adolescents need health caring providers who are able to communicate with them in a manner they can understand and who respect them as unique individuals. In surveys of 48 adolescents and their health caring needs as they perceive them, adolescents have said they want health caring providers who are warm and compassionate, have a sense of humor and are able to show emotional responsiveness, can be objective and nonjudgmental when dealing with adolescent health problems are able to demonstrate flexibility, tolerance, and enjoyment in working with young people can maintain their adult identity and serve as role models, and are knowledgeable about the special needs of adolescents

Significance of the Study

High School Students belong to the adolescent stage of development. Adolescence is a period of concomitant growth. It is the formal operational stage of development

(Piaget, 1952). They think in abstract terms, follow the logical propositions and form hypothesis. They can isolate the elements of a problem and systematically explore all possible solutions to problems. It is essentially a period of rapid development and transition and is full of complexities. Academic failure may lead to frustration and poor Democracy in them. They are emotionally disturbed and develop an unhealthy attitude towards life. The sense of failure complex which in turn may lead to a retreat into non communicative fantasy or overt misbehaviour. So the important non-cognitive factors which are more complementary to achievement have been taken like attitude towards Democracy. They are further challenged from different angles to develop this personality as they are involved in all the activities of the school. The student's attitude towards Democracy and Democracy caring of them and the ways to enhance it are of great importance for every teacher. Through the findings of the study, one can understand that the Democracy. The assessment of the Democracy of the individuals can help the competent authorities to develop the Democracy of the students. Hence the investigator choose this present study 'A Study on Democracy of High School Students'.

Objectives of the Study
1. To find out the level of attitude towards Democracy of high school students.
2. To find out the level of attitude towards Democracy of high school students with respect to gender.

Null Hypothesis
1. There is no significant difference between male and female high school students in their attitude towards Democracy.
2. There is no significant difference between rural and urban high school students in their attitude towards Democracy.

Delimitations
1. The investigation is limited to high school students of Virdhunagar district only.
2. The present study has been confined with a sample of 300 high school students from 10 schools only.

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

Population for the Study
The population for the present study is the high school students in Virudhunagar district.

Sample for the Study
The sample size is 300 high school students from 10 schools in Virudhunagar district.

Tool
Attitude towards Democracy scale prepared and validated by investigator & guide (2022).

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of Data

Objective: 1

To find out the level of Attitude towards Democracy of high school students.

Table 1 Level of Attitude towards Democracy of High School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
148	49.3	92	30.7	60	20.0

It is inferred from the above table that 49.3% of the high school students have low, 30.7% of them have moderate and 20.0% of them have high level of attitude towards Democracy.

Objective: 2

To find out the level of Attitude towards Democracy of high school students with reference to gender.

Table 2 Level of Attitude towards Democracy of High School Students with Reference To Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	77	56.2	39	28.5	21	15.3
Female	71	43.6	53	32.5	39	28.9

It is inferred from the above table that, 56.2% of the male high school students have low, 28.5% of them have moderate and 15.3% of them have high level of Attitude towards Democracy. 43.6% of the female high school students have low, 32.5% of them have moderate and 28.9% of them have high level of Attitude towards Democracy.

Null Hypothesis: 1

There is no significant difference between male and female high school students in their attitude towards Democracy.

Table 3 Difference between Male and Female High School Students in their Attitude towards Democracy

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	137	137.263	12.18	2.558	S
Female	163	140.712	11.15		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.558) 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 a significant difference between male and female high school students in their attitude towards Democracy.

Null Hypothesis: 2

There is no significant difference between rural and urban high school students in their attitude towards Democracy.

Table 4 Difference between Rural and Urban High School Students in their Attitude towards Democracy

Locality of school	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	175	141.183	12.3559	3.695	S
Urban	125	136.272	10.1944		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (3.695) 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 a significant difference between rural and urban high school students in their attitude towards Democracy.

Major Findings
Descriptive Analysis
1. 49.3% of high school students have low, 30.7% of them have moderate and 20.0% of them have high level of attitude towards Democracy.
2. 56.2% of the male high school students have low, 28.5% of them have moderate and 15.3% of them have high level of Democracy.
3. 43.6 % of the female high school students have low, 32.5% of them have moderate and 28.9% of them have high level of Attitude towards Democracy.

Inferential Analysis
1. There is a significant difference between male and female high school students in their Democracy.
2. There is a significant difference between rural and urban high school students in their attitude towards Democracy.

Interpretation
1. The 't' test result shows that there is significant difference between male and female high school students in their attitude towards Democracy. Female students (140.712) are better than male (137.263) in their attitude towards Democracy. This is may be due to fact that female students may participate rich co-curricular programme and also they have more opportunity to mingle among their classmates.
2. The 't' test result revels that there is significant difference between rural and urban high school students in their attitude towards Democracy. Rural students (141.183)

are better than urban students (136.272) in their attitude towards Democracy. This is may be due to family environment of rural area which plays an important role to make the rural student more able to adjust with diverse circumstances of life. Due to availability of electronic media and resources of communication urban students are more comfortable to deal with the uncertainty of their daily life than rural students. Frequently participation of various social and formal activities builds them extrovert.

Recommendations of the Study

1. In view of the major findings of the present study and in view of enriching the qualitative improvement of Education in attitude towards Democracy in particular at the high school educational scenario of the state, the investigator put forth the following recommendations for implementing into practice during curriculum transaction at high school level.

2. The state educational authorities, policy makers, educational planner's curriculum experts have to bestow their attention while revamping and restructuring the high school curriculum, about the significant role of parents to play in the education of their children. For ensuring in discharging of educational responsibility of parents instead of teachers alone, proper orientation courses to be designed and necessary handbooks for orientation programmes of parents are to be prepared and to be implemented. For this, the concerned authorities have to take appropriate decisions for formulating necessary orders for implementation

Suggestions of the Study

The following are the suggestions for further research studies.

1. A comprehensive research study can be conducted by selecting more psychological variables namely multiple intelligence, emotional intelligence, creativity, interest, aptitude and attitude of Primary, Secondary and Higher Secondary students as correlates of Biological Achievements.

2. Comprehensive research study can be conducted by selecting more socio familial variables namely cultural level of the family, education of parents, income and occupation of parents, home learning facilities, family acceptance education and family neighborhood of Primary, Secondary and high school students as correlates of Democracy and Democracy caring.

Conclusion

In this study, it was discovered that there is a considerable disparity in Democracy behaviour between male and female higher secondary students. Female high school students perform better than males in terms of attitude towards Democracy of high school students in Relation to Democracy Caring. If there are any concrete benefits from parent-child participation, they are likely to include higher educational expectations, lower truancy, reduced absenteeism, and a greater emphasis on homework and all of which should ideally lead to enhanced academic accomplishment.

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A STUDY ON ENVIRONMENTAL ETHICS AMONG HIGH SCHOOL STUDENTS IN SRIVILLIPUTHUR TALUK

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Abstract
The focus of present study was to ascertain the influence of A study on environmental ethics among high school students in srivilliputhur taluk. Descriptive survey method was used to conduct the study. The sample comprises of 300secondary school students acquired from ten high and higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of environmental ethics among high school students is moderate in Virudhunagar district. The findings reveal that there is no significant difference between rural and urban high school students in their attitude towards environmental education.
Keywords: *Environmental Ethics, Attitude, towards, Descriptive, Survey Method.*

Introduction

Environment has been defined as the sum total of all conditions and influences that affect the development and life of organisms. Environment is interwoven in day-to-day life of human beings and as such man plays a great role in preserving and improving the environment for the sake of development for a better future. However, lopsided developmental activities are accelerating the pace of environmental degradation. This accounts for scarcities of natural resources, which subsequently threaten the sustained productivity of the economy, economic production and consumption activities. Here's your text with spaces added between each word:

Attitude towards Environmental education is a lifelong process and should aim at imparting knowledge and understanding of man's total environment and of the methods and their application for improving our near and distant surrounds but it should also aim values necessary to understand, appreciate and improve our bio and troposphere's. Man is a part and parcel of his environment due to his interaction with nature on a large scale, the balance of nature has been upset and environmental decadence occurred in most parts of the world. It has posed a great problem to the existence of man, planet threatening the quality of man's life and his survival. So, there is a need to increase education and understanding of that environment and man's impact upon them to find out the effective ways to manage them. To achieve the goal, Attitude towards Environmental education is to formulate a responsible attitude towards the sustainable development of planet earth an appreciation of its beauty and an assumption of environmental ethics. It is the responsibility of the teachers to inculcate an

education of environment among the pupils before that, the teachers should test how much the pupils know about the relationship between them and environment.

Significance of the study Motivation for education about nature should begin at a very early level in schools. It is essential that for this to be implemented a proper educational approach be initiated in schools. At present, the entire world is facing numerous of environment problems. These problems are great concern for scientists all over the world. We better know that over-exploitation of natural resources is responsible for some of environmental problem. Air, water and soil pollution is increasing every day. Vehicular exhausts, smoke releasing tall smokestacks, mining are various problem associated with human activities. Degradation of environment result in ecological balance. The government is taking several steps but is not success everywhere. Participation of people and students is there for, very important in planning and management of environment. Attitude towards Environmental education is necessary to know the importance of keeping the environment clean and protecting the earth. In a climate that is vitiated with political stances the generation following us is going to be the victims of confusion. It is therefore necessary that such studies that evaluate the education about the environment especially among students, are conducted and the lacunae remedied. So, the study focuses on the topic entitled, "A study on environmental ethics among high school students in Srivilliputhur taluk".

Objectives of the Study
1. To find out the level of environmental ethics among high school students.
2. To find out the level of Environmental ethics among high school students with respect to gender.

Null Hypothesis
1. There is no significant difference in Environmental ethics among high school students with respect to gender.
2. There is no significant difference in Environmental ethics among high school students with respect to type of family.
3. There is no significant difference in Environmental ethics among high school students with respect to location of student.

Delimitations
1. The study has been confined to the high school students studying in high and higher secondary school.
2. Sample was taken from 10 high school schools situated in rural and urban areas of Srivilliputhu Taluk of Viruhunagar District.

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

Population for the Study

The population for the present study comprises all the high school students, who are studying in different high and higher secondary schools in Srivilliputhur Taluk.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300secondary school students from 10 high and higher secondary schools in Virudhunagar district.

Tool

Attitude towards Environmental education was prepared and validated by investigator and guide (2022).

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of Data

Objective: 1

To find out the level of Environmental ethics among high school students.

Table 1 Level of Environmental Ethics among High School Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**No.**	**%**
46	15.3	203	67.7	51	17.0

It is inferred from the above table that 15.3% of high school students have low, 67.7%of them have moderate and 17.0% of them have high level of Attitude towards Environmental education.

Objective: 2

To find out the level of Environmental ethics among high school students with respect to gender.

Table 2 Level of Environmental Ethics among High School Students with Respect to Gender

Gender	Low		Moderate		High	
	No.	**%**	**No.**	**%**	**No.**	**%**
Male	25	17.4	97	67.4	22	15.3
Female	21	13.5	106	67.9	29	18.6

It is inferred from the above table that, 17.4% of the male high school students have low, 67.4% of them have moderate and 15.3% of them have high level of Attitude towards Environmental education. 13.5% of the female high school students have low, 67.9% of them have moderate and 18.6% of them have high level of Attitude towards Environmental education.

Null Hypothesis: 1

There is no significant difference in Environmental ethics among high school students with reference to gender.

Table 3 Difference in Environmental Ethics among High School Students with Respect to Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	144	74.8958	15.06337	2.434	S

(At 5% level of significance, for df 298, the table value of 't' is 1.96.)

It is inferred from the above table that calculated 't' value (2.434) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in Environmental ethics among high school students with respect to gender.

Null Hypothesis: 2

There is no significant difference in Environmental education of high school students with reference to type of family.

Table 4 Difference in Environmental Ethics among High School Students with Respect to Type of Family

Type of Family	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Nuclear	181	75.9669	14.67307	0.202	NS
Joint	118	76.3136	14.32092		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.202) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in Environmental ethics among high school students with respect to type of family.

Null Hypothesis: 3

There is no significant difference in Environmental ethics among high school students with respect to locality of students.

Table 5 Difference in Environmental Ethics among High School Students with Respect to Locality Student

Location of Student	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	46	75.1739	16.42397	0.492	NS
Urban	254	76.3189	14.15738		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.492) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in Environmental ethics among high school students with respect to locality of student.

Major Findings
Descriptive Analysis
1. 15.3% of have low, 67.7% of them have moderate and 17.0% of them have high level of Environmental ethics among high school students.
2. 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of Environmental ethics among high school students.
3. 13.5% of the female students have low, 67.9% of them have moderate and 18.6% of them have high level of Environmental ethics among high school students.

Inferential Analysis
1. There is a significant difference in Environmental ethics among high school students with respect to gender.
2. There is no significant difference in Environmental ethics among high school students with respect to type of family.
3. There is no significant difference in Environmental ethics among high school students with respect to location of student.

Interpretation
The 't' test result shows that there is significant difference in Environmental ethics among high school students with respect to gender. The man values of female students are better than the male students in their environmental education. This may be due to the fact that the female students may have better knowledge, understanding and skills about natural environment and also they have to keep surrounding neatly so they female students have high level of environmental education.

Suggestions of the Study
The following are the suggestions for further research studies.
1. A similar study may be conducted using the graduate, postgraduate, and prospective teachers and school teachers.
2. A comparative study of school, college and university students may be undertaken.
3. A similar study may be conducted using the graduate, postgraduate prospective teachers and school teachers.
4. A comparative study may be conducted using the graduate students from professional and non-professional colleges in Tamilnadu.
5. A similar investigation may be undertaken using the students of environmental and non-environmental graduate students.

Educational Implications of the Study
1. Environmental experts may be identified during the training programmes, who wish to specialize further in environment education and could be made master trainers to

offer local expertise in families of students, thus developing a participative, and as an educative approach.

2. Suggestions from the coordinated efforts of teachers and supporting teams like curriculum planners, examiners and environmentalist associations are certainly required to improve the situation and promote the balanced development of environmental consciousness in formal and non-formal educational set-ups.

3. Children should participate in tree planting campaign in and around their schools and residential areas.

4. School students should take part in various environmental management seminars organized by the school.

5. Teachers must acquaint their pupil about pros and cons of environmental pollution.

Conclusion

The objective of the present investigation was to study the Environmental ethics among high school students. The recommendations given by the investigator may be very helpful for improving the Environmental ethics among high school students This study will be more powerful when the suggestions given by the investigator are applied for further study and it will be of a great help for those who study further in this field.

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A STUDY ONCOMPUTER MANIA OF
HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The focus of present study was to ascertain the influence of computer mania of higher secondary school students Descriptive survey method was used to conduct the study. The sample comprises of 300 higher secondary school students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of computer mania of higher secondary school students is moderate in Virudhunagar district. The findings reveal that there is no significant difference between rural and urban high school students in their computer mania.
Keywords: *Job Satisfaction, Organisational Health, Descriptive, Survey Method.*

Introduction

Education is a human development effort, which contributes towards the cultural transformation of the citizens. It is powerful instrument of social, economic and cultural development. If education is to achieve this end it must be planned to enable every individual in a society to develop innate potentialities and aptitude to the maximum extent so that country can achieve full economic growth and healthy social order.

All the human beings possess the desire to achieve something of excellence through their inheritance. This desire refers to the ability of the individual who strives to do his best or to excel in performance. The desire to achieve something also belongs to this category. Desire to achieve is synonymous with the accomplishment or proficiency of performance in some task. The social acknowledgement of a person's skill or his/her proficiency in a desired area of Computer mania or behaviour is indicative of the extent of achievement. The word achievement implies the act of attaining a desired aim. Educationally the word achievement refers to an individual performance up to desired level in a particular field.

The person must have training under the guidance of experienced person to know how to make the best possible use of his abilities. To achieve success in any activity at any age, the person must be flexible, willing to adjust to new roles and undertake new activities even if they are not necessary to his liking. The person must not only desire success, but he must be willing to sacrifice efforts, time and immediate pleasures to achieve higher goals and greater success in the future. The achievement is of many types. It may be social achievement or academic achievement. But the word academic achievement is generally applied to achievement of a child in a different subject or as a whole.

Significance of the Study

The Present social scenario, its demands and complexities has brought a remarkable change in the life of modern student. He is no more social now. The Progress in the use of computers and internet has not only modified the behavior of a man but it has also affected the study habits of the students. Science and Technology has changed the Computer mania environment. The student lives in the scenario of Computer mania. Students can access any information through internet. If they find any problem regarding the concepts, preparation of projects, sample of question papers, meaning of difficult terms etc., they need not to wait for contact with teacher. They can easily get it through Computer mania. So Computer mania can play a dominant role in students' achievements. In the complex society everybody has got so by (engaged) with his own task that he has no time for others. Though they are living under the same roof yet there is no sharing between them. They consider that they are living together and work for each other but somewhere the sense of belongingness is missing. Change in the home environment has also changed the study habits of the students.

On the basis of these results, it is realized that some more efforts must be made in this direction. So there is a need proving in the problem. Hence the researcher manifests interest in study the area of academic achievement of adolescents in relation to computer mania. Adolescents are the future citizens and the pillars of a nation. Nation's future is determined by the adolescents and the atmosphere in which they grow up. Environment plays a vital role in polishing and flourishing the personality of adolescents. So, adolescence is the most crucial period of human life and deeply influenced by all these changes. This study presents an opportunity for additional knowledge in the area of academic achievement of adolescents in relation to their computer mania.

Objectives of the Study
1. To find out the level of computer mania of higher secondary school students.
2. To find out whether there is any significant difference in computer mania of higher secondary school students with respect to gender.

Hypothesis
1. There is no significant difference between male and female higher secondary school students in their computer mania.
2. There is no significant difference between rural and urban higher secondary school students in their computer mania.
3. There is no significant difference among boys, girls and co-education secondary students in their computer mania.

Delimitations
1. The study was conducted only Virudhunagar district in Tami Nadu.
2. The present study has been confined with a sample of 300 higher secondary school students from 10 schools only.
3. The computer mania is measured the variables of higher secondary school students only.

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 is higher secondary school students of Srivilliputhur Taluk, 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 higher secondary school students from 10 higher secondary schools in Virudhunagar district.

Tool

Computer mania Scale were prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of data

Objective: 1

To find out the level of computer mania of higher secondary school students.

Table 1 Level of Computer Mania of Higher Secondary School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
147	49.0	86	28.7	67	22.3

It is inferred from the above table that 49.0% of higher secondary school students have low, 28.7% of them have moderate and 22.3% of them have high level of higher secondary school students.

Objective: 2

To find out the level of computer mania of higher secondary school students with reference to gender

Table 2 Level of Attitude towards Learning of Higher Secondary School Students with Reference to Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	61	46.9	42	32.1	28	21.4
Female	86	50.9	44	26.0	39	23.1

It is inferred from the above table that, 46.9% of the male higher secondary school students have low, 32.1% of them have moderate and 21.4% of them have high level of computer mania. 50.9 % of the female higher secondary school students have low, 26.0% of them have moderate and 23.1% of them have high level of computer mania.

Null Hypothesis: 1

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

Table 3 Difference between Male and Female Higher Secondary School Students in their Computer Mania

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	131	136.557	14.7706	3.691	S
Female	169	141.580	8.5764		

It is inferred from the above table that calculated 't' value (3.691) 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 computer mania.

Null Hypothesis: 2

There is no significant difference between rural and urban high school students in their computer mania

Table 4 Difference between Rural and Urban High School Students in their Computer Mania

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	157	141.796	9.7137	3.743	S
Urban	143	136.741	13.5182		

It is inferred from the above table that calculated 't' value (3.743) 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 rural and urban high school students in their computer mania.

Null Hypothesis: 3

There is no significant difference among boys, girls, co-education school students with respect to computer mania.

Table 5 Difference among Boys, Girls, Co-Education School Students with Respect to Computer Mania

Variables	Sources	Sum of square	Degrees of freedom	Mean square	Calculate 'F' Value	Remarks at 5% Level
Computer mania	Between	1155.425	2	577.712	4.142	S
	Within	41425.722	297	139.481		
	Total	42581.147	299			

It is inferred from the above table that calculates 'F' value (4.142) is greater than the table value (3.02) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference among boys, girls, co-education school students with respect to computer mania.

Major Findings
1. There is significant difference between male and female higher secondary school students in their computer mania.
2. There is significant difference between rural and urban higher secondary school students in their computer mania.
3. There is significant difference among government, aided and self-finance secondary students in their computer mania.
4. There is significant difference among boys, girls and co-education secondary students in their computer mania.

Interpretation
1. The 't' test result point out that there is significant difference between male and female higher secondary school students in their computer mania. Female students (141.50) have more attitude than male students (136.55) in their computer mania. This is may be due to fact that female students have favourable attitude shows a greater probability that learners will accept the new Computer mania system. Factors such as patience, self-discipline, easiness in using software, good technical skills, abilities regarding time management impact on student's computer mania.
2. The 't' test result revels that there is significant difference between rural and urban high school students in their computer mania. Rural students (141.79) have more attitude than urban students (136.74) in their computer mania.
3. There is significant difference among boys, girls, co-education school students with respect to computer mania. While comparing the mean value of boys, girls and co-education, the mean value of co-education school students (142.22) is better than the other girls (138.52) and boys (137.48) higher secondary school students in their computer mania.

Suggestions of the Study

The following are the suggestions for further research studies.

1. A similar study can be conducted on students of CBSE board or ICSE board.
2. A sample from other state of the country can also be taken to conduct a similar study.
3. The present study has been done on higher secondary school students and similar studies can be done on elementary school students and college students.
4. A comparative study can be conducted on students of private and aided schools.
5. Instead of urban and rural as classificatory variable we can carry out a study on male and female.

Educational Implications of the Study

1. There is need to provide the guidance to parents of rural areas which would help in the development of skills in different areas. So the central govt. and state governments should do sincere efforts for education of rural area families especially to mothers of adolescents.
2. The study also indicated that there is significant positive relationship between academic achievement and study habits of adolescents. Teachers would also adopt different techniques of teaching like self-study, supervised study and such techniques would help the adolescents for enhance their study habits.
3. Since there is significant positive relationship between academic achievement and home environment of adolescents. A healthy home offers security to the children. Psychologically climate of homes plays an important role on child's academic performance. The poor communication between parents and their children lead to Computer mania and behavioural problems which lead to maladjustments and affect their academic achievements score. Therefore parents should create conducive home environment so that it would help in their wards achievements.

Conclusion

The researchers can replicate the study to review and validate the findings of the present study. The study can also be conducted in different streams to find out whether these dimensions and factors are stream specific. The dimensions which have not emerged to be significant in the present study need to be looked into again by the researchers amongst various study groups. Longitudinal study can be conducted to explore whether these dimensions and factors are age specific, discipline specific, or universal. The major challenge faced by Computer mania is that it cannot replace human being. Hence, it is necessary for the online Computer mania designers to realize that the learners are not isolated. The policy makers of higher education like AICTE and UGC can promote Computer mania as a supporting medium to the main stream education and also to the present methodologies of teaching and Computer mania. It provides learner with the opportunity to enjoy the students.

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