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CONTENTS

S. No.	Title	Page No.
1	PERSONALITY AND TEACHER EFFECTIVENESS OF HIGH SCHOOL TEACHERS Dr. A.R. Anandha Krishnaveni & D. Gnana Priya	1
2	ATTITUDE TOWARDS LEARNING MATHEMATICS OF HIGH SCHOOL STUDENTS Dr. M. Sugumari & P. Muneeswari	7
3	A STUDY ON THE INFLUENCE OF MEDIUM OF INSTRUCTION ON THE HOME ENVIRONMENT OF HIGHER SECONDARY STUDENTS Dr. V. Kasirajan & M. Guru Priya	13
4	HOME ENVIRONMENT OF HIGHER SECONDARY SCHOOL STUDENTS Dr. M. Nithyakalyani & P. Jayanthi	18
5	ATTITUDE TOWARDS SOCIAL INTERACTION AMONG HIGH SCHOOL STUDENTS Mrs. S. Kasturi & R. Selva Priya	23

PERSONALITY AND TEACHER EFFECTIVENESS OF HIGH SCHOOL TEACHERS

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Abstract

The main objective of study was carried out to find out whether there is any significant relationship between personality and teacher effectiveness of high school teachers. Normative Survey method was used and random sampling technique was employed for the study. Personality scale and Teachers effectiveness scale were used as tools to collect data from the sample of 150 high school teachers. The findings of the study reveal that i) the level of personality of high school teachers (68.0%) is average ii) the level of teacher effectiveness of high school teachers (69.8%) is average. iii) there is a significant relationship between personality and teacher effectiveness among high school teachers.

Introduction

The effectiveness of high school teachers is a pivotal element in shaping the educational experiences and academic success of students. Effective teaching not only involves imparting knowledge but also encompasses the ability to engage, inspire, and manage a diverse classroom environment. While numerous factors contribute to teacher effectiveness, one of the most significant yet often overlooked aspects is the personality of the teacher. Personality traits influence teaching styles, classroom interactions, and the overall learning atmosphere, ultimately impacting student outcomes. This paper explores the relationship between personality traits and teacher effectiveness, highlighting the key personality traits that enhance teaching performance and proposing strategies for integrating personality development into teacher training programs.

Significance of the Study

The personality traits of high school teachers can significantly influence their effectiveness in the classroom and their ability to positively impact students' learning outcomes. Understanding how various personality traits manifest in teaching styles and interactions with students can provide valuable insights into teacher effectiveness. Teachers who are organized, detail-oriented, and reliable tend to be more effective in managing classroom activities, planning lessons, and providing timely feedback to students.

Openness to Experience: Teachers who are curious, imaginative, and open-minded are more likely to incorporate innovative teaching methods, adapt to diverse student needs, and foster creativity and critical thinking among students.

Teachers who are compassionate, empathetic, and cooperative tend to create a supportive and inclusive classroom environment, build positive relationships with students, and effectively manage conflicts and discipline issues. Teachers who are outgoing, energetic, and sociable often excel in engaging students, facilitating class discussions, and providing dynamic and interactive lessons. Teachers who remain calm, resilient, and emotionally balanced in challenging situations are better equipped to handle stress, maintain positive relationships with students and colleagues, and provide a stable and nurturing learning environment.

The significance of studying the relationship between teacher personality and effectiveness lies in its potential to inform teacher recruitment, training, and professional development initiatives. By identifying which personality traits are associated with greater effectiveness in the classroom, education policymakers and school administrators can make informed decisions about hiring practices, teacher support programs, and strategies for promoting teacher well-being and job satisfaction.

Furthermore, understanding how teacher personality influences student outcomes can also guide efforts to enhance student engagement, motivation, and academic achievement. For example, teachers who possess certain personality traits may be more effective in fostering positive student-teacher relationships, cultivating a growth mindset, and creating a culture of learning and collaboration in the classroom.

Overall, investigating the link between teacher personality and effectiveness can contribute to the ongoing efforts to improve the quality of education and enhance the overall learning experience for students.

Objectives

1. To find out the level of personality among high school teachers
2. To find out the level of teacher effectiveness among high school teachers
3. To find out whether there is any significant relationship between personality and teacher effectiveness among high school teachers

Methodology

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

Population for the Study

The population of the present study is the high school teachers of Srivilliputtur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The investigator used the simple random sampling technique for selecting the sample. The sample for the present study comprises of 150 teachers from high school, 12 high school of Srivilliputtur, Virudhunagar district of Tamilnadu.

Tool

1. Personality scale was developed by Rajan (1990).
2. Teacher effectiveness scale was prepared and validated by the investigator and the guide (2023).

Statistical Techniques

The statistical techniques such as Mean, standard Deviation, 't' test and "F" test were computed.

Analysis of Data

1. The level of Personality among high school teachers average .

Table 1 The Level of Personality among High School Teachers

<i>Low</i>		<i>Average</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
20	13.3	102	68.0	28	18.7

The above table shows that, 13.3% of the high school teachers have low, 68.0% of them have average and 18.7% of them have high level personality

2. The level of teacher effectiveness among high school teachers average.

Table 2 The Level of Teacher Effectiveness among High School Teachers

<i>Low</i>		<i>Average</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
17	11.4	104	69.8	28	18.8

The above table shows that, 11.4% of the high school teachers have low, 69.8% of them have average and 18.8% of them have high level teacher effectiveness

3. There is no significant relationship between Personality and teacher effectiveness among high school teachers.

Table 3 Relationship between Personality and Teacher Effectiveness among High School Teachers

<i>Personality</i>		<i>Teacher effectiveness</i>		ΣXY	<i>Calculated 'r' value</i>	<i>Remarks</i>
ΣX	ΣX^2	ΣY	ΣY^2			
54369	154235	2345	126504	138321	0.175	S

The above table shows that the calculated 'r' value (0.175) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is a significant relationship between personality and teacher effectiveness among high school teachers.

Major Findings of the Study

1. The above table shows that, 13.3% of the high school teachers have low, 68.0% of them have average and 18.7% of them have high level personality.
2. 11.4% of the high school teachers have low, 69.8% of them have average and 18.8% of them have high level teacher effectiveness
3. There is a significant relationship between personality and teacher effectiveness among high school teachers.

Recommendations of the Study

On the basis of the findings of the study and observations made by the investigator during the study, here are a few educational implications which may help us to understand the problem and improve the primary educational system.

1. Utilize established measures of personality traits and teacher effectiveness to ensure the validity and reliability of the data collected. Choose assessment tools that have been rigorously tested and validated for use in educational research contexts.
2. Collect data from multiple sources, including self-assessment surveys, student evaluations, peer assessments, and administrative observations, to obtain a comprehensive understanding of both personality traits and teacher effectiveness.
3. Consider employing a longitudinal study design to examine the relationship between personality and teacher effectiveness over an extended period. Longitudinal data can provide insights into how personality traits evolve over time and their impact on teaching practices and student outcomes.
4. Control for potential confounding variables that may influence the relationship between personality and teacher effectiveness, such as teaching experience, subject area expertise, school context, and student demographics. Use statistical techniques such as regression analysis to isolate the unique contributions of personality traits to teacher effectiveness.
5. Ensure that the sample of high school teachers is diverse in terms of demographic characteristics, teaching specialties, and school contexts to enhance the generalizability of the findings. Consider recruiting participants from a range of urban, suburban, and rural school settings to capture variation in teaching environments.

Conclusion

In conclusion, the relationship between personality and teacher effectiveness among high school teachers is multifaceted and dynamic, with various personality traits influencing teaching practices and student outcomes in complex ways. While research suggests a significant relationship between certain personality traits and teacher effectiveness, it's essential to recognize that effectiveness is influenced by a multitude of factors beyond personality alone.

Personality traits such as communication skills, adaptability, motivation, interpersonal relationships, and leadership abilities have been found to play important roles in shaping

teacher effectiveness. Teachers who exhibit characteristics such as empathy, organization, enthusiasm, and resilience tend to be more effective in engaging students, managing classrooms, fostering positive relationships, and promoting student learning and achievement.

However, it's important to acknowledge the diversity of teachers' personalities and teaching styles, as well as the unique needs and characteristics of students and school contexts. Effective teaching is not a one-size-fits-all endeavor, and teachers may demonstrate effectiveness in different ways based on their individual strengths, experiences, and preferences.

Furthermore, while personality traits can contribute to teacher effectiveness, they are not static or immutable. Teachers can develop and enhance their personality traits through self-awareness, professional development, reflective practice, and ongoing support.

In light of these findings, efforts to support effective teaching practices and student learning outcomes should focus on recognizing and leveraging the unique strengths and qualities that teachers bring to their roles. Providing opportunities for professional development, mentorship, collaboration, and self-reflection can empower teachers to maximize their effectiveness and make meaningful contributions to student success.

Overall, the relationship between personality and teacher effectiveness underscores the importance of understanding and valuing the diverse qualities and capabilities of high school teachers. By fostering a supportive and inclusive educational environment that celebrates the contributions of all teachers, we can promote positive teaching practices and enhance student learning experiences.

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ATTITUDE TOWARDS LEARNING MATHEMATICS OF HIGH SCHOOL STUDENTS

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Abstract

This investigation was done to see if there is any significant relationship in attitude towards learning Mathematics of high school students. The sample comprises of 300 students acquired from ten high and higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS. The discoveries of the reveal that there is no significant relationship in Attitude Towards Learning Mathematics Of High School Students.

Keywords: *attitude, secondary school students, simple random sampling technique and SPSS software.*

Introduction

Attitudes are acquired in several basic ways. Sometimes attitudes come from direct contact (personal experience) with the object of the attitude- such as opposing pollution when a nearby factory ruins our favorite river. Attitudes are also learned through interaction with others that is through discussion with people holding a particular attitude. Many of our attitudes are influenced by group membership. In most groups pressures to conform shape our attitudes, just as they do our behavior. Child rearing (the effects of parental values, beliefs and practices) also affects attitudes.

Science has been man's greatest ally since the dawn of civilization. It has created innumerable pathways to progress that have taken man from primitive life to the doorstep of advancement. The great achievements of science have made the present day world glorified to the extent that it has transformed the present civilization into scientific civilization. Life today is impossible without science. The role of science is of utmost importance in raising the level of country from developing to advance one. All doors of economic growth and development pass through the gateway of scientific advancement.

Secondary school is an institution which provides all or part of secondary education. Other terms such as "secondary school" are used in different nations or regions. The phrase "high school" often forms part of the name of the related institution.

Need and Significance of the Study

Competitions play an important role in the development of right attitude of students towards a particular subject. Similarly, can be the case of science Olympiad which can also bring about a change in attitude towards science of students which can ultimately

lead to improvement in academic achievement of students. In the present scenario the parents are more conscious regarding the performance of children in school related activities because of the increasing pressure of cut throat competition in society in various fields, so role of parents to motivate the children to take up various competitions for preparing them in various walks of life cannot be sidelined. In the present study review of literature is done to find the links between academic achievement, attitude towards science and parental involvement on one hand and also the missing links between the same on the other hand. Review of literature was done with the above said variables with various angles to have a thorough knowledge of these variables.

Learning Mathematics is helpful in learning most of the school subjects as it is believed to “the art of all art and science of all science”. Today the life has been more complicated, so that we need more Science to understand and adjust to the demand of life. Day by day this demand is going to be increased.

Science helps the students try to analyze problem, develop the habits of systematic thinking and objective reasoning. It helps the students to develop heuristic attitude and try to discover the facts or solution to the problems with their own independent efforts. It helps the students to understand and appreciate logical, critical and independent thinking of others.

It becomes crystal clear from the above discussion that Science is a life blood of all activities going inside a school. The investigator bears all these things in mind, and interested to assess the attitude of the students of IX and X standard towards Science. The present study will throw light on the following aspect. Findings and suggestions of this study will help the Science teacher to inculcate positive attitude towards Science of the secondary students. Hence, the present study is taken up. Hence the investigator is intended to do research on ‘Attitude Towards Learning Mathematics Of Secondary School Students’.

Objectives

1. To find out the level of attitude towards learning Mathematics of high school students.
2. To find out the level of attitude towards learning Mathematics of high school students with respect to gender.

Null Hypotheses

1. There is no significant difference in attitude towards learning Mathematics of high school students with respect to gender.
2. There is no significant difference in attitude towards learning Mathematics of high school students with respect to residence.

Delimitations of the Study

1. The study was delimited to Srivilliputtur Taluk of Virudhunagar District.
2. The study has been confined to the higher secondary school students studying in class IX and X only.

Population of the Study

The population of the present study is the students studying standard of 9th and 10th in the secondary schools in Srivilliputtur Taluk.

Sample for the Study

The investigator has selected 300 students studying in IX and X from high and higher secondary schools from the population. For selecting the students, the investigator used simple random sampling method.

Tools Used for Present Study

1. Attitude of Science Scale prepared and validated by the investigator and guide (2022).

Statistical Techniques Used

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

Analysis of Data

Objective: 1

To find out the level of attitude towards learning Mathematics of high school students

Table 1 Level of Attitude towards Learning Mathematics of High School Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
58	19.3	183	61.0	59	19.7

It is inferred from the above table that, 19.3 % of students have low, 61.0% of them have moderate and 19.7% of them have high level of attitude towards learning Mathematics of high school students.

Objective: 2

To find out the level of attitude towards learning Mathematics of high school students with reference gender.

Table 2 Level of Attitude towards Learning Mathematics of High School Students with Respect to Gender

<i>Gender</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Male	33	19.2	103	59.9	36	20.9
Female	25	19.5	80	62.5	23	18.0

It is inferred from the above table that, 19.2% of the male students have low, 59.9% of them have moderate and 20.9% of them have high level of attitude towards learning Mathematics of high school students. 19.5 % of the female students have low, 62.5% of them

have moderate and 18.0 % of them have high level of attitude towards learning Mathematics of high school students.

Null Hypothesis: 1

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

Table 3 Significant Difference in Attitude Towards Learning Mathematics of High School Students with Respect to Gender

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Male	172	54.7384	8.79767	1.973	S
Female	128	54.6641	8.64458		

(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 (1.973) 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 no significant difference in attitude towards learning Mathematics of high school students with respect to gender.

Null Hypothesis: 2

There is no significant difference in attitude towards learning Mathematics of high school students with respect to residence

Table 4 Significant Difference in Attitude towards Learning Mathematics of High School Students with Respect to Residence

<i>Residence</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Day-scholar	286	54.4650	8.66393	2.183	S
Hosteller	14	59.6429	8.66121		

(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 (2.183) 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 attitude towards learning Mathematics of high school students with respect to residence.

Major Findings

Descriptive Analysis

- 19.3 % of students have low, 61.0% of them have moderate and 19.7% of them have high level of attitude towards learning Mathematics of high school students.
- 19.2% of the male students have low, 59.9% of them have moderate and 20.9% of them have high level of attitude towards learning Mathematics of high school students.

3. 19.5 % of the female students have low, 62.5% of them have moderate and 18.0 % of them have high level of attitude towards learning Mathematics of high school students.

Inferential Analysis

1. There is significant difference in attitude towards learning Mathematics of high school students with respect to gender.
2. There is significant difference in attitude towards learning Mathematics of high school students with respect to residence.

Interpretation

The 't' test result shows that there is significant difference in attitude towards learning Mathematics of high school students with respect to gender. While comparing the mean scores of male (54.7384) and hosteller (54.6641) secondary school students, the male students are better than female students. (i.e) Male have more positive attitude towards Science than female. This may be due to the fact that male students have heuristics attitude and try to discover the fact or solution to the problem. So they have high level of attitude towards Science.

The 't' test result shows that there is significant difference in attitude towards learning Mathematics of high school students with respect to residence. While comparing the mean scores of day-scholar (54.4650) and hosteller (59.6429) secondary school students, the hosteller are better than day-scholar students. This may be due to the fact that hosteller students may have use positive influence from peer group, it helps to develop and inculcate positive attitudes and beliefs

Recommendations of the Study

1. By adopting student – centered methods like inductive, analytic, laboratory, heuristic, problem solving, project methods, it is possible to inculcate positive attitude towards Science in students.
2. Preparatory evaluation in Science help to find learning difficulties and thus help in remedial measures.
3. Correlation approach in teaching of Science can develop positive attitude towards Science.
4. Science teaching and evaluation strategies should be biasfree. This way, males and females will tend to see themselves as equals, capable of competing and collaborating in classroom activities.

Suggestions for Further Research

1. Science needs good amount of practice and full concentration. Thus, this study advocates that parents should be hands on when it comes to their children's study habits and practice. Parents should see that their children do (practice), not just reading Science. Conducive environment at home is to be provided to enhance

concentration. This will ensure a passing score, hence, forms positive attitude towards Science.

2. Teachers are important role models and career counselors for students at all levels, more than ever at secondary school level, which is the peak stage to guarantee the students,, future career. This study recommends personal contact and timely counseling from the part of the teachers, encouraging and displaying the fact that Science paves richer chances for future career to the students.

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A STUDY ON THE INFLUENCE OF MEDIUM OF INSTRUCTION ON THE HOME ENVIRONMENT OF HIGHER SECONDARY STUDENTS

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Abstract

In this study was focus on the influence of medium of instruction on the home environment of higher secondary students. The main objective of the study was to find out the influence of medium of instruction on the home environment of higher secondary students. A survey method was employed to collect data from a sample of 170 higher secondary students, randomly selected from six schools in Srivilliputtur Taluk. A structured questionnaire, based on the objectives of the study, was used to gather information. The home environment Scale (2024), developed and standardized by the investigators and guide, Data analysis was conducted using statistical tools such as Mean, Standard Deviation, and t-test, The results revealed that the overall level of home environment among higher secondary students with respect to medium of instruction was average. Additionally, there was significant difference between Tamil and English medium higher secondary school students in their home environment.

Introduction

The home environment plays a pivotal role in shaping the personality, behavior, academic performance, and overall development of students. It serves as the primary setting where children acquire values, habits, emotional security, and cognitive skills that influence their adjustment and success in later life. For higher secondary students, who are at a critical transitional stage from adolescence to early adulthood, the quality of the home environment can significantly impact their educational aspirations, mental health, self-esteem, and social behavior.

In the context of rapidly changing family structures, increasing academic competition, and evolving socio-economic dynamics, it has become essential to understand how different dimensions of the home environment-such as parental involvement, emotional climate, academic support, discipline style, and physical conditions-affect the development of higher secondary students. A nurturing, supportive, and structured home atmosphere can enhance students' academic motivation and psychological well-being, whereas a negative or stressful home environment can lead to behavioral problems, poor academic performance, and emotional disturbances.

This study aims to assess the nature of the home environment experienced by higher secondary students and explore the influence of factors such as gender, type of family, parental education, and socio-economic status on their home environment. Understanding

these influences can help educators, parents, and policymakers create strategies to foster positive home conditions that support students' holistic growth and academic success.

Significance of the Study

The home environment is a vital foundation for the academic, emotional, and social development of higher secondary students. At this critical stage of adolescence-when students face increasing academic demands, identity formation, and decisions about their future-the support and stability provided at home can significantly influence their overall performance and well-being. This study is significant as it seeks to understand how various components of the home environment-such as parental education, occupation, income level, emotional climate, physical facilities, and technological exposure-impact the academic performance and personal development of students in the higher secondary stage. The findings of this research will help parents recognize the importance of their role in creating a nurturing and structured environment that promotes effective learning. It will also assist educators, school counselors, and policymakers in identifying students who may be at risk due to an unsupportive or unstable home setting. Furthermore, the study contributes to the broader field of educational psychology by offering insights into how family dynamics and home-based factors affect adolescent learners. It may also provide a foundation for future research and interventions aimed at enhancing student outcomes through improved home-school collaboration. In essence, this study emphasizes the need for a supportive and resourceful home environment as a key determinant of student success, especially during the crucial years of higher secondary education.

Objectives of the Study

- To determine the level of home management among higher secondary students.
- To determine the level of home management among higher secondary students with respect to medium of introduction.

Hypotheses of the Study

1. The level of t level of home management among higher secondary students is average.
2. There is no significant difference in home environment among higher secondary students with respect to medium of instruction

Methodology

The survey method was employed to collect data from higher secondary students in Srivilliputtur Taluk. A total of six schools were randomly selected, and 170 students formed the sample. Simple random sampling was used to ensure the representation of various demographic groups. The Home environment (2025), developed and standardized by the investigators, was used to assess the home environment of the participants. Statistical techniques such as Mean, Standard Deviation, and t-test, were employed to analyze the data.

Analysis of the Study

1. The level of home environment among higher secondary school students is average.

Table 1 Level of Home Environment among Higher Secondary School Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
26	15.3	123	72.4	21	12.4

It is inferred from the above table that, 15.3% of higher secondary school students have low, 72.4% of them have moderate and 12.4% of them have high level home environment.

- The level of home environment among higher secondary school students with reference to medium of instruction is average.

Table 2 Level of Home Environment among Higher Secondary School Students with Reference to Medium of Instruction

<i>Medium of Instruction</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>	<i>No.</i>	<i>%</i>
Tamil	21	15.8	99	74.4	13	9.8
English	5	13.5	24	64.9	8	21.6

It is inferred from the above table that, 15.8% of the Tamil medium students have low, 74.4.0% of them have moderate and 9.8% of them have high level home environment. 13.5% of the English medium students have low 64.9% of them have moderate and 21.6% of them have high level home environment.

- There is no significant difference in home environment among higher secondary students with respect to medium of instruction

Table 3 Significant Difference between Tamil and English Medium Higher Secondary School Students in their Home Environment

<i>Medium of Instruction</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Tamil	133	120.052	9.09905	2.880	S
English	37	121.512	8.30536		

(At 5% level of significance, for df 168, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.880) is greater than the table value (1.96) for df (168) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between Tamil and English medium higher secondary school students in their home environment.

While comparing mean value of medium of instruction, the mean value of English medium (mean value 121.512) students is better than the Tamil medium students (mean value: 120,052} in their home environment.

Finding of the Study

1. The findings indicate that 15.3% of higher secondary school students have a low level of home environment, while the majority, 72.4%, demonstrate a moderate level, and 12.4% exhibit a high level of home environment.
2. The findings indicate that 15.8% of Tamil medium students have a low level of home environment, while the majority, 74.4%, demonstrate a moderate level, and 9.8% exhibit a high level of home environment. Similarly, 13.5% of English medium students have a low level of home environment, while the majority, 64.9%, demonstrate a moderate level, and 21.6% exhibit a high level of home environment.
3. There is significant difference between Tamil and English medium higher secondary school students in their home environment.

Interpretation of the Study

The *t*-test result indicates that there is a significant difference between Tamil and English medium higher secondary school students in their home environment. When comparing the mean values, English medium students (Mean = 121.512) scored higher than Tamil medium students (Mean = 120.052), suggesting that English medium students experience a more favorable home environment. The findings suggest that the medium of instruction has a significant impact on the home environment of higher secondary students. Specifically, students studying in English medium schools tend to have slightly better home environments compared to their Tamil medium counterparts. This difference may be attributed to various socio-economic or cultural factors associated with the choice of medium of instruction.

Recommendations of the Study

1. Educational authorities should ensure that both Tamil and English medium students receive equal academic and psychological support to bridge the gap in home environment quality.
2. Organize awareness programs for parents to help them understand how their involvement and support at home influence their child's academic and emotional development, regardless of the medium of instruction.
3. Schools may consider implementing bilingual instructional strategies to reduce the divide between students from different mediums and enhance overall learning experiences.
4. Government and NGOs should provide socio-economic assistance to families of Tamil medium students to improve home conditions and learning resources.
5. Schools should offer regular counseling sessions for students and parents to address challenges related to home environment and educational support.
6. Design curriculum materials that are sensitive to students from diverse linguistic and cultural backgrounds, promoting equity in learning experiences.
7. Provide training to teachers on how to recognize and address disparities arising from students' home environments and mediums of instruction.

8. Strengthen the collaboration between teachers and parents through regular meetings and communication, especially in Tamil medium schools, to enhance the home-school connection.
9. Ensure access to quality learning materials in both Tamil and English languages so students from different mediums can study effectively at home.
10. Conduct follow-up studies to explore the underlying causes of differences in home environments and investigate other influencing factors like income level, urban-rural divide, and parental education.

Conclusion of the Study

The findings of the study reveal that the majority of higher secondary school students experience a moderate level of home environment. A smaller proportion of students fall into the high and low categories. This suggests that while most students have a reasonably supportive home setting, there remains a notable group that may require additional attention and support to enhance their home environment. Efforts should be made by parents, educators, and policymakers to strengthen the home atmosphere, especially for those students who fall into the lower category, to promote their academic and personal development. The findings indicate that both Tamil and English medium students predominantly experience a moderate level of home environment. However, a comparison between the two groups reveals distinct differences. A higher proportion of Tamil medium students fall into the low and moderate categories, while a greater percentage of English medium students are represented in the high home environment category. This suggests that English medium students generally benefit from a more favorable and supportive home environment compared to their Tamil medium counterparts. These differences may be influenced by various socio-economic, educational, and cultural factors associated with the choice of medium of instruction. The study highlights the need for targeted support and interventions to improve the home environment for students, particularly those in Tamil medium settings, to ensure equitable opportunities for academic success and personal development.

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HOME ENVIRONMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The present study is entitled as “A study on home environment of higher secondary school students”. Home is the social-natural unit that applies the best impact on the turn of events and propagation of the person's conduct. Home environment applies a profound and relentless effect on the existence of the person. Every part in a home is a creating individual and the connection between every part is grown progressively throughout section of time. Home is really a framework in which change in home enrollment or relationship will undoubtedly influence the elements of the entire home. The purpose of the present study was to find out a study on home environment of higher secondary 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 have moderate level of home environment.

Keywords: *home environment and Higher secondary school students*

Introduction

On the off chance that the country needs to flourish improvement should start with home. Without the concordance at home, there is no harmony in the country. It's undeniably true that 90% of kids are spoiled and spoilt by the actual parents. We need to give them a feeling of inward harmony and satisfaction and accomplishment so they can take a gander at outside pointers of achievement, as not just proportion of abundance. On the off chance that house is loaded up with the unmistakable scent of satisfaction and harmony, every one of its inhabitants will be cheerful and sound. The seniors have an extraordinary obligation towards the age that is coming up. In the childhood of our youngsters we need to give them a comprehension of human qualities and a feeling of control based otherworldliness. They ought to furnish the youngsters with specific factors, for example, consciousness of truth, a feeling of obligation, enthusiastic development, relational abilities, attention to scholarly turn of events, feeling of judgment and perception, social mindfulness, advancement of character, strict and profound qualities and authority characteristics. Parents assume an incredible part in trim the youngster's person.

Need and Significance of the Study

The home environment comprises of a blend of practices, sentiments, and assumptions that are extraordinary to a specific connection between home individuals. The relationship includes the full degree of an improvement of home individuals. Among the a wide range of

connections individuals structure throughout the life expectancy, the connection among parent and kid is among the most significant. The nature of the connection between home individuals is influenced by the part's age, insight, and self-assurance, the dependability of the guardians' marriage, financial environment and the exceptional attributes of the kid contrasted and those of the parent. Today, youngsters need assistance and direction in the advancement of their qualities and worth framework like never before previously. The spirit has not been given portion of the consideration as much as is required for its crucial turn of events. The advancement of the brain alone, without or with next to no Moral and Spiritual turn of events, has neutralized human advancement towards Love, Sympathy and Brotherhood. Where man's feelings and driving forces are not refined, love and compassion are not stirred.

Objectives

1. To find out the level of home environment of higher secondary school students.
2. To find out whether there is any significant difference between male and female higher secondary school students in their home environment.
3. To find out whether there is any significant difference between Adequate and inadequate home income of the students with respect to Home environment.

Hypotheses

1. There is no significant difference between male and female higher secondary school students in their home environment.
2. There is no significant difference between Adequate and inadequate home income of the students with respect to Home environment.

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

Home environment questionnaire for higher secondary school students, which was constructed and standardized by Nisha Sangwan and Thomas (2015).

Statistical Techniques Used

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

Analysis of Data

Objective: 1

To find out the level of Home environment of higher secondary school students

Table 1 Levels of Home Environment among Higher Secondary School Students

<i>Variable</i>	<i>Low</i>		<i>Moderate</i>		<i>High</i>	
	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>	<i>N</i>	<i>%</i>
Home Environment	26	8.7%	227	75.7%	47	15.7%

The following inference are drawn from the above table in respect of the entire sample of higher secondary school students, 8.7% of the total sample have low level of Home environment, 75.7% of them have moderate level and 15.7% of higher secondary school students have high level of Home environment. These findings reveal that the majority of the higher secondary school students belong to the moderate level of Home environment.

Hypothesis No. 1

There is no significant difference between joint and nuclear family students in their Home environment.

Table 2 Significant Difference between Joint and Nuclear Family Higher Secondary School Students in Their Home Environment

<i>Type of Family</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>'t' value</i>	<i>Remarks at 5% level</i>
Nuclear	158	59.59	5.08	4.98	Significant
Joint	142	62.77	5.85		

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

It is evident from the above Table that the calculated 't' value is 4.98, which is significant at 0.05 level. Hence, the framed hypothesis no. 4 is rejected. It is inferred that joint and nuclear family Higher secondary school students differ significantly in their home environment.

Hypothesis No. 2

There is no significance difference among the Govt /Govt.aided/ Private of Higher secondary school students in their home environment.

Table 3 Significant Association among Higher Secondary School Students in their Home Environment

<i>Type of School</i>	<i>Sum of Squares</i>	<i>df</i>	<i>Mean Square</i>	<i>'F' Value</i>	<i>Remarks at 5% level</i>
Between Groups	239.327	2	119.663	3.776	Significant
Within Groups	9410.870	297	31.686		
Total	9650.197	299			

(At 5% level of significance, for (2,297) df the table value of 'F' is 3.026)

It is evident from the above Table that the calculated 'f' value is 3.766, which is greater than the table value (3.026). Hence, the framed hypothesis no. 5 is *rejected*. It is inferred that Govt /Govt.aided/ Private of Higher secondary school students in their home environment.

Major Findings

- % of the total sample have low level of Home environment, 75.7% of them have moderate level and 15.7% of higher secondary school students have high level of Home environment.
- Table 2 reveals that the calculated 't' value is 4.98, which is significant at 0.05 level. Hence, the framed hypothesis no. 4 is rejected. It is inferred that joint and nuclear family Higher secondary school students differ significantly in their home environment.
- Table 3 that the calculated 'f' value is 3.766, which is greater than the table value (3.026). Hence, the framed hypothesis no. 5 is *rejected*. It is inferred that Govt /Govt.aided/ Private of Higher secondary school students in their home environment.

Interpretation

The 't' test results reveals that there is significant difference between joint and nuclear family students in their Home environment. It was found that the mean scores of higher secondary school students with Joint and Nuclear Family Higher secondary school students in the home environment are 62.77 and 59.59 respectively. It was seen that there is a high mean scores in the Home environment with Joint family students as compared to students with Nuclear Family Higher secondary school students. In a joint family, Different generations contribute best of their worlds in running of the family efficiently. More members in the family, there is higher diversity in ideas and solutions. These things may create a favorable home environment

The 't' test results reveals that there is significance association among Govt /Govt.aided/ Private of Higher secondary school students with respect to their Home environment. It was seen that there is a high mean scores in the Home environment with Private higher secondary school students as compared to students of Govt and Govt. aided students.

Recommendations of the Study

The present study gives a clear-cut view about the present position of higher secondary school students' home environment. Based on the important findings stated earlier, the following recommendations are recommended:

- Parents should attempt to give thoughtful and all the more amicable home environment to their youths
- Adequate steps taken by guardians and every one of the individuals from home to make conducive authoritative home environment that will be help in progress of Students' character.

- Institutions should get that, however students being grown-ups and would be acting self-sufficiently, their perspectives towards home environment and attributes are as yet a result of the advantages or burdens given by their nature of home life and associations with their folks.

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ATTITUDE TOWARDS SOCIAL INTERACTION AMONG HIGH SCHOOL STUDENTS

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Abstract

The focus of present study was to ascertain the influence of social interaction among high school students. Descriptive survey method was used to conduct the study. The sample comprises of 300 high school school students acquired from ten high school schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level among high students in their social interaction is moderate in Virudhunagar district. The findings reveal that there is a significant difference in social interaction among high school students.

Keywords: *Social interaction, Descriptive, significant, Survey method.*

Introduction

"The secret of good education consists in enabling the students to reuse what are his talents and aptitudes and in what manner and to what extent he can best develop them as to achieve proper social interaction of employment". According to Gandhiji "Education is an all-round drawing out of the best in the child and the man, body, mind and spirit". Education is a lifelong process. "Any modification brought about in the behaviour of an individual as a result of his adjustment with the environment constituted as learning".

Evaluation of learning outcomes of the students by measuring their social interaction has been in practice for a long time. On the basis of social interaction, the appropriateness of the methods of imparting knowledge may be judged. In the present socio-economic and cultural context, social interaction is of paramount importance and schools place great emphasis on it. Progress in future to a great extent depends upon the social attainment of the students. At all school levels, there exist enormous differences in the social attainment of students ranging from high to low. Social interaction which means the proficiency of performance in a given subject or body of knowledge, helps in declaring the examinee successful or unsuccessful, choosing students for various professional and social courses and selecting candidates for different jobs.

Significance of the Study

Social interaction is a main concept in the teaching -learning process. Without proper motivation the students cannot achieve the educational goal. Social interaction is considered as an important factor in social interaction of the students. Social interaction is a combination of psychological forces which initiate, direct and sustain behaviour towards successful

attainment of some goal which provides a sense of significance. This is the person's adjustment of his social in all possible respects. One's social-concept plays an important role in his behaviour, right from childhood and influences not only goals he sets for himself but also the ways in which he goes about achieving goal. One's adjustment is an important factor that helps to enhance his social-concept. Many of the personal goals are concerned with ways in which the individual can enhance or the product of his social-concept. Adjustment is a highly individualized psychological process that helps an organism in organizing and interpreting the complex patterns of sensory stimulation for giving them the necessary meaning to initiate his behavioural response. The Social interaction among high students will be normally high because they have attended 10th public examination. Even though most of the students have high level of social interaction, some students are in low level in their social interaction. And also, the social interaction is fulfilled by social motivation, social-concept and social interaction. Once the students have imbibed social interaction, social -concept and social interaction, then their social interaction will be much more praiseworthy. Because of the above-mentioned facts, the investigator is strongly convinced that a study on social interaction, social interaction among high students in relation to their social interaction is meaningful.

Objectives of the Study

1. To find out the level of social interaction among high students.
2. To find out whether there is any significant difference between rural and urban high school students in their social interaction.

Hypothesis

1. There is no significant difference between first group and second group high school students in their social interaction.
2. There is no significant difference between rural and urban high school students in their social interaction.

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 high 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 high school students from 10 high school schools in Virudhunagar district.

Tool

- Social interaction Scale 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 social interaction among high students.

Table 1 Level of Social Interaction among High Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>
122	40.7	118	39.3	60	20.0

The above table shows that, 40.7% among high students have low, 39.3% of them have moderate and 20.0% of them have high level of social interaction.

Null Hypothesis: 1

There is no significant difference between male and female high school students in their social interaction.

Table 2 Difference between Male and Female Students' Teachers in their Social Interaction

<i>Gender</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Male	143	24.741	6.1102	2.141	S
Female	157	26.529	6.6646		

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

It is inferred from the above table that calculated 't' value (2.141) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is significant difference between male and female high school students in their social interaction.

Null Hypothesis: 2

There is no significant difference between rural and urban high school students in their social interaction.

Table 3 Difference between Rural and Urban High School Students in their Social Interaction

<i>Location</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>Calculated 't' value</i>	<i>Remarks at 5% level</i>
Rural	163	26.761	6.1612	3.221	S
Urban	137	24.387	6.5868		

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

It is inferred from the above table that calculated 't' value (3.221) is greater than the table value (1.96) for df 248 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 social interaction.

Major Findings

1. The level of social interaction among high students is low.
2. There is a significant difference between male and female high school students in their social interaction.
3. There is a significant difference between rural and urban high school students in their social interaction.

Interpretation

1. The finding reveals that there is significant difference between male and female high school students in their social interaction. Female (26.52) are better than male (24.74) among high students in their social interaction.
2. The finding of study result shows that there is significant difference between rural and urban high school students in their social interaction. Rural students (26.76) are better than urban (24.38) among high students in their social interaction.

Recommendations

1. This investigation indicates that hostellers are better than day scholars in social interaction. The day scholars may be given extra coaching and provide conducive environment at home.
2. This study indicates that students studying in urban schools score low marks in social 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 of the Study

Researches scholars, interested in this area of social interaction, may take up the following for further in investigation.

1. A study can be conducted by focusing social interaction of students and their Adjustment.
2. A study of social interaction of college students in relation to their Social interaction.
3. The study can be extended to the factors responsible for social interaction.
4. A study of factors responsible for Social interaction of College students in relation to their Social interaction."
5. This study can be extended as comparative study.

Conclusion

The main aim of education is to develop all round personality of the child to grow as a useful citizen of any society. Any development needs motivation, motivation leads to development of social-concept. If social-concept is improved there will be betterment in all the areas of life. So as the life of the students, if a student becomes a useful citizen needs motivation and social-concept. His adjustment in social activities makes him to be productive. If a person is socially productive then he will be a useful member of a society. If anyone to be socially productive and useful there is need for a right adjustment of a society, there by fulfils the above-mentioned aim of education. From the study the investigator has realized and proved that the three variables which have been explained above are very much needed for the students to achieve better.

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