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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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EMOTIONAL MATURITY OF STUDENT TEACHERS

¹Dr.M.Sugumari²J.Ponchelsiya**Abstract**

Teacher education is vital as efficient teachers can shape an efficient future society. Teachers can deeply influence young minds, and hence it's significant that knowledgeable teacher recruits for the gullible and vulnerable young intellects. It is only possible if there is an efficient teacher training curriculum with an efficient regulatory body. NCTE is doing a good job, but a lot has to exist complete to improve the status and quality of teachers in India. Likewise, education for promoting emotions needs to be recognized as an important constituent of the instructive progression in the classroom, and therefore, developing Emotional Maturity becomes a prime concern of colleges of education and curriculum of B. Ed course. (Patil, A.B, 2006). Emotional Maturity gives a new approach to student teachers, who in future become teachers. This approach embraces the learner and the learning in a complete way than traditional schooling. Hence the present paper was an attempt to explore the emotional maturity of student teachers. The Normative survey method adopts in this study. The Sample for the present study consists of 300 student teachers from 5 colleges of education in Virudhunagar District by random sampling method. The emotional maturity scale for student teachers constructed and validated beside investigator and guide. The tool contains 50 statements. There is a significant difference in emotional maturity of student teachers with reference to gender and the learning department.

Introduction

A successful teacher has the quality of a person in terms of behaviour, and terms of the mental prerequisites of effectiveness, knowledge skills, and attitudes. Teacher Education today has become a significant component in our educational system with a large-scale network of various institutions and an area of academic specialization. Any change in education throws new demand for teachers and, consequently teacher educations. Emotional Maturity is about understanding facts. No one can consciously try to get poignant. It obtains us in its creases if we abandon to take it over. Experience teaches us to face conditions, influence to change some positions, and to drop certain things. Emotional Maturity is the excellence of our answer to circumstances. Emotional Maturity is an interior growth of balancing the mind and intellect with the exterior realism. Be that as it may, most of the above-given elements have been considered and examined for research under the order of emotional and target factors. Emotional maturity isn't just the powerful determinant of identity design, yet, in addition, controls the development of individual advancement. The idea of developing enthusiastic conduct at any dimension is what mirrors the products of typical emotional improvement. It is a phase, which is exceptionally basic in accommodating life.

Significance of the Study

Nowadays, the different nations transversely the globe are networked more closely than ever before. It has strong and profound result upon the functioning of the superior education division and has transformed how we look at all features of quality in higher education, chiefly teacher education. Through suitable interventions like institutional structures for excellence, we require to augment consciousness about creating a excellence education scheme. In this era of competition, superiority has to manage strategically. The command for capable and eminence teachers has been incessantly on the increase the planet over. It is a relevant hope that the teacher education programmes reveal/show vitality enough for responding to the emerging paradigms of school education and the educator positions thereof.

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Teacher education is significant as efficient teachers can shape an efficient future society. Teachers can really influence young minds, and hence it's imperative that a competent teacher recruits for the gullible and vulnerable young minds. It is only possible if there is an efficient teacher training curriculum with an efficient regulatory body. NCTE is doing a good job, but a lot has to improve the status and quality of teachers in India. Likewise, education for promoting emotions needs to be recognized as necessary constituent of the instructive progression in the classroom and, therefore developing Emotional Maturity becomes a prime concern of colleges of education and curriculum of B. Ed course. (Patil, A.B, 2006). Emotional Maturity gives a new approach to student teachers, who in future become teachers. This approach embraces the learner and the learning in a complete way than traditional schooling. Prospective Secondary School Teachers have to perform multi-roles in their professional life. Thus more emphasis on perfection leads to self-Esteem events in their academics. So the teacher learner needs to centre on achieving valuable knowledge rather than perturbing unfocused with an unproductive case, school environment. Thus the emotional facet of a learner needs adequate attention to attain meaningful knowledge, talents and attitudinal points. Therefore it is of prime need to develop Emotional Maturity student teachers, who during the pre-service program and becoming teachers can become effective.

The problem chosen for the study plays a significant role in the field of teacher education, as the new era has to equip the student teachers with a balanced Emotional Maturity to meet out the various types of students in the genuine classroom environment.

Objectives of the Study

1. To find whether there is any significant difference between male and female student teachers in their emotional maturity.
2. To find whether there is any significant difference between arts and science student teachers in their emotional maturity.

Method of study

In the present study, the investigator has made use of the normative survey, Research. The population of the study is student teachers studying in Colleges of Education of Virudhunagar district. For the present study, the emotional maturity scale for student teachers constructed and validated through an investigator and the guide. This tool had 50 statements set against five-point Scale with five dimensions as Personal Maturity, Social Maturity, Responsibility, Mental Health, and Decision making. Every measurement has ten declarations. That is Strongly Agree, Agree, and Undecided, Disagree and Strongly Disagree. A score of 5 is give to the response 'Strongly Agree', 4 for 'Agree' likewise 3, 2 and 1 is s give to undecided, disagree, and strongly disagree. The maximum score for this Emotional Maturity Scale is 250.

Null hypothesis-I

There is no significant difference in emotional maturity of student teachers with reference to gender.

Table 1 Significant Difference in the Emotional Maturity of Student Teachers with Reference to Gender

Dimension/ Variable	Gender				Calculated 't' Value	Remarks at 5% level
	Male - 111		Female -189			
	Mean	S.d	Mean	S.d		
Personal Maturity	14.44	1.807	14.98	1.715	0.7	NS
Social Maturity	21.33	2.476	21.296	2.271	0.13	NS
Responsibility	18.495	1.813	18.349	1.77	0.69	NS
Mental Health	21.729	2.404	21.513	2.504	2.73	S
Decision Making	18.153	1.81	18.153	1.757	0.87	NS
Emotional Maturity -TOTAL	94.547	7.176	94.481	7.019	2.08	S

The calculated 't' values are less than the table value for Emotional maturity in Personal Maturity, Social Maturity, Responsibility, and Decision making of student teachers with respect to Gender. Hence

there is no significant difference in the Emotional maturity of student teachers with respect to gender. Thus the null hypothesis is accepted.

The calculated 't' values are greater than the table value for Emotional maturity of student teachers in Mental Health and Emotional Maturity in total. Hence there is a significant difference in Emotional maturity of student teachers with respect to gender. Thus the null hypothesis is rejected.

Null hypothesis-II

There is no significant difference between arts and science students in their emotional maturity.

Table 2 Significant Difference in The Emotional Maturity of Student Teachers with Respect to Learning Department

Dimension/ Variable	Learning department				Calculated 't' value	Remarks at 5% level
	Arts-165		Science-135			
	Mean	S.D	Mean	S.D		
Personal Maturity	15.091	1.721	14.733	1.762	1.97	S
Social Maturity	21.260	2.318	21.370	2.383	0.40	NS
Responsibility	18.484	1.775	18.303	1.796	0.87	NS
Mental Health	21.6	2.617	21.585	2.277	0.05	NS
Decision Making	18.26	1.766	18.281	1.794	0.10	NS
Emotional Maturity - TOTAL	94.697	7.361	94.274	6.707	2.51	S

The calculated 't' values are less than the table value for Social Maturity, Responsibility, Mental Health and Decision making of student teachers with respect to Learning department. Hence there is no significant difference in Emotional maturity of student teachers with respect to the learning department. Thus the null hypothesis is accepted.

The calculated 't' value is greater than the table for Emotional maturity of student teacher Personal Maturity and Emotional maturity-in total of student-teachers. Hence there is a significant difference in Emotional maturity of student teachers with respect to the learning department. Thus the null hypothesis is rejected.

Findings of the Study

1. There is a significant difference in emotional maturity for student teachers with respect to gender.
2. There is a significant difference in emotional maturity scale for student teachers with respect to learning department.

Conclusion

A teacher has a very respectable position in today's society. The Teacher is a source of morality and ideals and is one who acts as a role model in front of the whole nation. An Emotionally mature person can make the right decision. Behaviour can be controlled and melded by having proper consideration of emotions. Emotional intelligence and emotional maturities are input skills for a balanced personality and a successful career. To conclude an emotionally grown-up person is sociable towards others and is less concerned with aggression and the burst of anger typical of childhood. They are more enthused by happiness, enjoyment, fulfillment, and satisfaction than get rid of worriers, anxieties, and frustrations. An emotionally complete grown-up individual might not have decided all conditions of relationships, and factors leading toward threats, nervousness and feeling of being upset or annoyed. He/she is, however, constantly thinking about himself in a clear point of view. Therefore, he/she is continually associated with an extraordinary effort to lead a matured, adjusted, balanced, and burly emotional life.

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LEARNING DIFFICULTIES OF RURAL HIGH SCHOOL STUDENTS IN WATRAP TALUK

¹Dr.M.Nithiya Kalyani

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Abstract

“Learning Disabilities” may be a comprehensive term pertaining to a variety of problems that arise when information from the senses isn't accurately received by the brain. Children with learning disabilities are not always thought to be mentally unfitted. Therefore, the present study is an attempt to determine the different aspects of learning difficulties of rural high school students, which are related to administration, curriculum, teachers, library, classroom, laboratory, computer, playground, sanitary, family situation, personal attitude, and peer groups. For this study, the investigator, with the help of the supervising teacher of rural high schools, constructed an appropriate questionnaire. With this tool, the required data was collected from a random sample of 300 rural high school students from Watrap Taluk, Virudhunagar Educational District, Tamil Nadu. The finding reveals that the levels of learning difficulties of rural high schools are found to be moderate because the present curriculum at the high school level is more complex and difficult.

Keywords: Learning difficulties, Rural High Schools Students

Introduction

Education is older than the human race. It has not been denied as one of the basic needs of every civilized person. Education is to humanize humanity. A child possesses the internal capacities, and these capacities are made external through the weapon of education. The concept of education is like a diamond which appears to be a different color when seen from a different angle. Education has to provide the individuals with an appropriate social environment to develop them physically, mentally, and emotionally to fulfill their social obligations.

Learning occupies an essential place in our life. A person begins to learn as soon as he is born, or in the strict sense, even before he is in his mother's womb. Learning is defined as the modification of behavior through experience. It is also defined as the acquisition of behavioral patterns.

Learning is the acquisition of habits, knowledge, and attitudes. It involves new ways of doing things and operates on an individual's attempt to overcome obstacles or to adjust to new situations. It represents progressive changes in behavior. It enables us to attain our goal. Several attempts have been made to define learning. Some of the important definitions are given here to have a comprehensive view of learning.

Woodworth, R.S.(1945) – *“Any activity can be called learning so far as it develops the individual (in any respect, good or bad) and makes his behavior and experiences different from what that would otherwise have been .”*

"Learning disabilities" is a broad term that refers to a series of problems that arise when the brain does not receive information from the senses. Children with learning disabilities are sometimes considered mentally handicapped. However, these young people are often very intelligent. Some personalities with learning disabilities include inventor Thomas Edison, sculptor Auguste Rodin and politician Nelson Rockefeller.

In addition, more than 5 million children worldwide suffer from attention deficit hyperactivity disorder (ADHD). Children with ADHD exhibit symptoms such as distraction, hyperactivity, irritability and inattentive behavior. Experts estimate that half of children with ADHD have learning difficulties and a quarter of children with learning disabilities have ADHD. These conditions are not always the same.

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As primary education is intended to provide the minimum essential to children, secondary education helps children become full members of a complex modern society. All-round development of the child takes place at this stage.

In the present investigation, the investigator has been attempted to study the learning difficulties of rural high school students. This study consists of the consolidated findings of the present study, recommendations, suggestions for further research, and conclusion.

Significance of the study

Adolescents from ages twelve to eighteen are in a different transition, especially in a socially complex society with many opportunities, temptations, and choices. Hardly anyone gets through it without some anxiety and depression. Even mentally healthy children occasionally act cranky, and normal teenagers sometimes slam doors, agonize over rejections, and with friends.

The rural students are those who are living in rural areas. They are living in socially impoverished and severe psychological handicaps from the remote past. Although they have shown signs of improvement, they are still behind them the students of the nonrural community in several behavioral respects. The constant social disadvantage probably adversely affects their cognitive abilities, as due to which they fail to make achievement academic, social, and political fields. Hence, the rural adolescent students are a class of their own with the more complex behavioral patterns.

The rural students may have increased psychological problems, which may be expressed as lack of concentration, depression, and low confidence in their studies. Rural students face more learning difficulties than non-rural students. As a result, they failed in the examination. So the investigator felt the need to conduct a study on the learning difficulties of rural students at the high school level. Standard

Methodology

In the present study, the researcher applied a normal survey as a method. This method examines, describes and explains the current studies. The investigator has used simple random sampling for selecting appropriate sample technique; by this technique 300, high school students were selected. This sample consists of 168 male and 132 female high school students the sample data collected from 6 high school students in Watrap Taluk. The researcher has used Learning Difficulties as the questionnaire. The tool consists of ninety-six statements with twelve dimensions. Each statement has three responses where can choose anyone from given responses, namely 1) Yes, 2) Sometimes, 3) No. Thus the maximum score of each dimension is 24, and the minimum score was 0.

Objectives of the Study

1. To find out the level of learning difficulties of rural high school students concerning gender.
2. To find out the level of learning difficulties of rural high school students concerning type of school.

Hypothesis of the Study

1. There is no significant difference between male and female rural high school students in their learning difficulties.
2. There is no significant difference among government, aided and unaided rural high school students in their learning difficulties.

Table 1 Level of Learning Difficulties of Rural High School Students Concerning Gender

Variables	Gender	Low		Average		High	
		N	%	N	%	N	%
Learning Difficulties	Male	36	15.9	120	77.0	12	7.1
	Female	22	12.9	92	67.7	18	19.4

It is observed above table that 15.9% and 12.9% of male and female rural high school students face low level, 77% and 67.7% of them face average level, and 7.1% and 19.4% of them the high level of learning difficulties. So, the large percentages of male and female high school students have an average level of learning difficulties of rural high school students. Hence, there is no significant difference between male and female rural high school students in their learning difficulties.

Table 2 Level of Learning Difficulties of Rural High School Students Concerning the Type of School

Variables	Type of schools	Low		Average		High	
		N	%	N	%	N	%
Learning Difficulties	Govt.	30	10.3	146	74.5	34	15.2
	Aided	16	24.6	28	61.5	12	13.8
	Unaided	9	12.5	18	82.5	7	5.0

It is observed from the above table that 10.3%, 24.6%, and 12.5% of government aided, and unaided rural high school students face low level, 74.5%, 61.5% and 82.5% of them average level, and 15.2%, 13.8% and 5.0% of them the high level of learning difficulties. So, the large percentages of among government, aided, and unaided high school students have an average level of learning difficulties of rural high school students. Hence, there is no significant difference among government, aided, and unaided rural high school students in their learning difficulties.

Finding of the study

- The level of Learning Difficulties of rural high school students concerning gender and type of school are average.

Recommendation of the study

The present study gives a clear-cut view about the present position of high school students learning difficulties. Based on the important findings stated earlier, the following recommendations are suggested:

- The rural high school administration should be improved.
- The modern curriculum should be added in high school curriculum.
- The laboratory should be improved.
- Teachers should encourage their students to raise their doubts freely.
- The rural high school students should not be ridiculed by their friends so that they may not feel inferior to other pupils.

Conclusion

This Present study, it is evident that the learning difficulties of the rural students are moderate because the present curriculum at the high school level is more complex and difficult. Here, the investigator has found out that the rural high schools lack the facilities such as laboratories, library and playground. This is the most important reason for the rural students. The investigator has given some recommendation which will be of more help to reduce the learning difficulties among the rural students to a greater extent. The investigator expects that his suggestions will be very helpful to future researchers who want research in the learning difficulties on high school students.

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CLASSROOM MANAGEMENT OF HIGHER SECONDARY SCHOOL TEACHERS

¹Dr. M. Sugumari²S.Gayathri**Abstract**

Classroom management is a term used by many teachers to describe the process of ensuring that classroom lesson run smoothly despite disruptive behaviour by students. The term also implies the prevention of disruptive behavior. It is possible that the most difficult aspect of teaching for many teachers and indeed experiencing problem in this area causes some to team teaching altogether. It is closely linked to issues of motivation, discipline and respect. Classroom management is a fundamental problem, which confronts both experienced and beginning teachers. So the present paper was an attempt to explore classroom management of higher secondary school teachers. Normative survey method was adopted in this study. In this study the investigator has been selected 300 higher secondary school teachers by using simple random technique. The data were collected from 10 higher secondary schools in Virudhunagar district. The investigator used Classroom Management Inventory for teachers developed by Rany S. and Dr. A. Sudharma (2005). The inventory consists of 50 positive statements. Large percentage of female and male higher secondary school teachers have average classroom management. Also there is a significant difference between male and female higher secondary school teachers in the dimensions- Management of advance planning before the beginning of the academic year and total classroom management.

Introduction

The classroom is a very special and important place for teaching and learning. Good and well managed classrooms will contribute a lot in the attainment of the objectives of the day to day lessons. It is here where the students and teachers spend the whole day in discussing, interacting, reciting and exchanging ideas regarding the lesson being taken up. It is therefore very important for a teacher to have a thorough knowledge on classroom management.

Some of the things a teacher must consider in carrying out classroom management are consistency in the exercise and implementation of rules and regulations to be observed by the students once inside the classroom. It is very important for the teacher to involve the students in setting rules and regulations. Among the rules and regulations that can be set are the following: 1. Punctuality; 2. Rules and regulations in seating arrangement; 3. Checking of attendance; 4. Cleanliness and sanitation; and 5. Proper handling of instructional materials and the proper use of facilities inside the classrooms. The teacher should have total control of the activities during the class period. Classroom organization also includes making provisions for physical comfort and routine activities. Maintenance, cleanliness and proper lightning and ventilation ensure physical comfort to the learners. The success and failure of teaching is determined by the way the classroom is well organized and managed. Studies show that inexperienced and beginning teachers who fail to manage the class properly ranks high as one cause of failure in effective teaching and learning. Good classroom organization leads to good classroom management and discipline. Lastly, a well-managed classroom is conducive to mental growth and development. Learning becomes interesting and enjoyable under favorable learning conditions.

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Significance of the Study

Teaching is a sophisticated cognitive activity that demands several decision-making skills and advanced knowledge about the diversified student community, for effective classroom instruction and management. To be successful in the classroom, teachers need to possess advanced skills for identifying students' problems and deal judiciously with the multifaceted classroom set-up. A teacher, therefore, must be able to manage students effectively as the relationship of effective classroom management to other effective teaching behaviours is a closed one. It is virtually impossible to manage a classroom without simultaneous effective instruction.

Teachers are responsible for orchestrating attention to learning, of varied students in a limited space. Teacher understands the students' needs and he/she should create a positive, emotional and academic climate. Implementing instructional methods that facilitate optimal learning by responding to academic needs of individual student and the classroom group is the need of the hour. Teachers need to use organisational and group management methods that maximise on-task student behaviour. The importance of encouraging teachers to consider context variables including instructional goals, student's age, behaviour pattern and cognitive skills has been pointed out. Successful classroom management involves not merely responding effectively when problems occur, but preventing problems from occurring frequently. Teachers seeking to establish a learning community amidst the troublesome classrooms will still need the familiar classroom management strategies of articulating clear expectations, adopting preventive and corrective discipline procedures, modelling and providing instruction in the desired practices. Envisaging the importance of classroom management, the investigator designed the present study to find out the level of classroom management for teachers at the Higher Secondary level. Hence the study is entitled as "A study on classroom management of higher secondary school teachers".

Objectives of the Study

1. To find out the level of classroom management and its dimensions of higher secondary school teachers with respect to gender.
2. To find out whether there is any significant difference in the classroom management and its dimensions of higher secondary school teachers with respect to gender.

Hypotheses of the study

1. The level of classroom management of higher secondary school teachers is average with respect to gender.
2. There is no significant difference between male and female higher secondary teachers in their classroom management and its dimensions.

Method of study

In the present study the investigator has made use of the normative survey Research. The population for the present study was all those teachers serving in higher secondary schools of Virudhunagar district. The investigator has selected 300 higher secondary school teachers by using simple random technique. This sample consists of 140 male and 160 female teachers. The data were collected from 10 higher secondary schools in Virudhunagar district. For the present study, the investigator used Classroom Management Inventory for teachers developed by Rany S. and Dr. A. Sudharma (2005). The inventory consists of 50 positive statements. The statements are classified under five dimensions such as 1. Management of advance planning before the beginning of the academic year, 2. Management of physical arrangements, 3. Behaviour Management, 4. Instructional management and 5. Evaluation management. Each dimension has 10 statements. In the Classroom Management Inventory each of the items was rated on a five point scale. The options were: Always, Sometimes, Often, Never and Rarely.

Null Hypothesis-1

The classroom management of higher secondary school teachers is high with respect to gender.

Table - 1 Level of Male and Female Higher Secondary Teachers in their Classroom Management and its Dimensions

Dimensions	Gender	Low		Average		High	
		N	%	N	%	N	%
Management of advance planning before the beginning of the academic year	Male	25	17.9	92	65.7	23	16.4
	Female	30	18.8	108	67.5	22	13.8
Management of physical arrangements	Male	35	25	87	62.1	18	12.9
	Female	24	15	100	62.5	36	22.5
Behaviour Management	Male	20	14.3	101	72.1	19	13.6
	Female	44	27.5	95	59.4	21	13.1
Instructional management	Male	32	22.9	85	60.7	23	16.4
	Female	28	17.5	110	68.8	22	13.8
Evaluation management	Male	29	20.7	99	70.7	12	8.6
	Female	24	15	100	62.5	36	22.5
Total Classroom Management	Male	31	22.1	89	63.6	14	16.4
	Female	30	18.8	108	67.5	22	13.8

It is observed from the table 1, large percentage of male higher secondary school teachers have average Management of advance planning before the beginning of the academic year (65.7%), Management of physical arrangements (62.1%), Behaviour Management (72.1%), Instructional management (60.7%) and Evaluation management (70.7%) and total classroom management (63.6%).

It is observed from the table 1, large percentage of female higher secondary school teachers have average Management of advance planning before the beginning of the academic year (67.5%), Management of physical arrangements (62.5%), Behaviour Management (59.4%), Instructional management (68.8%) and Evaluation management (62.5%) and total classroom management (67.5%).

Null Hypothesis-2

There is no significant difference between male and female higher secondary teachers in their classroom management and its dimensions.

Table - 2 Significant Difference between Male and Female Higher Secondary Teachers in Their Classroom Management and its Dimensions

Dimensions	Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% Level
Management of advance planning before the beginning of the academic year	Male	140	1.98	0.524	1.98	S
	Female	160	2.08	0.511		
Management of physical arrangements	Male	140	2.03	0.494	0.58	NS
	Female	160	2.07	0.578		
Behaviour Management	Male	140	1.97	0.523	0.62	NS
	Female	160	1.99	0.568		
Instructional management	Male	140	1.03	0.494	0.51	NS
	Female	160	2.07	0.478		
Evaluation management	Male	140	1.97	0.423	0.60	NS
	Female	160	1.99	0.568		
Total Classroom Management	Male	140	1.97	0.523	2.58	S
	Female	160	2.01	0.568		

(At 5% level the significant table value 't' is 1.97)

The above table revealed that there is a significant difference between male and female higher secondary school teachers in the dimensions-Management of advance planning before the beginning of the academic year and total classroom management. Since the calculated 't' values 1.98 and 2.58 are greater than the table value 1.97. Hence the null hypothesis is rejected.

There is no significant difference between the male and female higher secondary school teachers in the dimensions-Management of physical arrangements, Behavior Management, Instructional

management and Evaluation management. Since the calculated 't' values 0.58, 0.62, 0.51 and 0.60 are less than the table value. Hence the null hypothesis is accepted.

Findings of the Study

1. Large percentage of male higher secondary school teachers have average Management of advance planning before the beginning of the academic year (65.7%), Management of physical arrangements (62.1%), Behaviour Management (72.1%), Instructional management (60.7%) and Evaluation management (70.7%) and total classroom management (63.6%).
2. Large percentage of female higher secondary school teachers have average Management of advance planning before the beginning of the academic year (67.5%), Management of physical arrangements (62.5%), Behaviour Management (59.4%), Instructional management (68.8%) and Evaluation management (62.5%) and total classroom management (67.5%).
3. There is a significant difference between male and female higher secondary school teachers in the dimensions- Management of advance planning before the beginning of the academic year and total classroom management. there is no significant difference between the male and female higher secondary school teachers in management of physical arrangements, Behaviour Management, Instructional management and Evaluation management.

Conclusion

In conclusion, to be effective, teachers must be aware of the numerous variables that affect classroom environment and support the teaching-learning process. A teacher's primary responsibility is to promote behavioural competence and facilitate learning for all students in a classroom. This research on classroom management provides guidance for effective classroom managers. It also contributes to the development of appropriate strategies for behaviour management. When implemented systematically in real classroom set-ups, it can enhance students' learning and support positive classroom behaviour.

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**INFLUENCE OF PARENT-CHILD RELATIONSHIP ON ACADEMIC
ACHIEVEMENT OF HIGH SCHOOL STUDENTS**

¹Dr.M.Sugumari

²S.Selvakumar

Abstract

The focus of present study was to ascertain the influence of parent-child relationship on high school students academic achievement. Descriptive survey method was used to conduct the study. The sample comprises of 300 students acquired from six higher secondary schools in Aruppukottai Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of parent-child relationship is moderate in Virudhunagar district. The findings reveal that there is significant relationship between parent-child relationship and academic achievement of high school students.

Introduction

Parents are as the social units; in the family which is a primary group where face to face relationship takes place. This is very useful in providing education to children because in such situations children learn quite a lot. In the past also the parents has been taken care of economic, social and religious needs and providing such training to children as will help them to be useful members in society. Historically, parents in the family have been the centre of moral education. It has been taught all about religious beliefs and ethical behavior. It was within the family that vocational education was provided to the children. For example, the son of a goldsmith even today may learn the art of making ornaments and likewise children in different families may learn the trade practiced by the adult members of their families. But due to mobility and other factors of social change the school has assumed many responsibilities of the family. As we know education is very comprehensive term and includes the whole life and ‘individual in society’. Thus parents within the family, education of a child takes place right from the time of his birth and continues so long as he lives within the family.

The foundation of child future life is laid in the family. In later life it becomes very difficult if not impossible for him to demolish or reconstruct these foundations the infant begins his/her life under fostering affection and care of his parent and other near and dear ones who are associated with his family. As he/she grows s/he receives the first lesson of life in his/her family and tries to imbibe the habit, ideal, and pattern of behavior of family members. In this way the family continues to influence him/her through his/her life. Each member of family has an important role to influence the holistic development of the child. The family activities and necessities for intercommunication make the child fit to equip itself with a working vocabulary. Child receives the first lesson of speech in the family. Home environment is among the most important influences on academic performance.

Significance of the Study

Parental roles include parent-child interactions that communicate positive attitude about school and important of education to the child. Parental involvement according to this theory affects student achievement because these interactions affect students’ motivation their sense of competence and the belief that he have control over their success in school. Parent and family can be involved by reading to the children checking homework communicating with the teacher and attending school function. Parental involvement is important because it makes a difference in children’s lives. Parent should be seen as vital partners in a child’s education. The partnership between the parent and the child’s teacher is powerful. This is because parents can provide the teacher with the most accurate information about their children.

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When school and family work together to support learning, everyone benefits. Students do better in school and in life, parents become empower, teacher's moral improves school get better and communities grow stronger.

Objectives

1. To find out the level of parent-child relationship of high school students.
2. To find out the level of academic achievement of high school students.
3. To find out whether there is any significant relationship between parent-child relationship and academic achievement of high school students.

Methodology

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

Population for the Study

The population of the present study is the high school students of Aruppukottai 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 students from six higher secondary schools of Aruppukottai Taluk, Virudhunagar district of Tamilnadu.

Tool

Parent child relationship questionnaire prepared and validated by investigator and guide

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Analysis of Data

Objective: 1

To find out the level of Parent-child relationship of high school students

Table 1 Levels of Parent-Child Relationship among High School Students of Entire Sample

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Parent-child relationship	37	12.3%	201	67%	62	20.7%

The following inference are drawn from the above table in respect of the entire sample of high school students, 12.3% of the total sample have low level, 67% of them have moderate level and 20.7% of them have high level of Parent child relationship of high school students.

Objective: 2

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

Table 2 Levels of Academic Achievement among High School Students of Entire Sample

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Academic achievement	44	14.7%	198	66.0%	58	19.3%

The following inference are drawn from the above table in respect of the entire sample of high school students, 14.7% of the total sample have low level, 66% of them have moderate level and 19.3% of them have high level of Academic achievement of high school students.

Hypothesis No. 1

There is no significant relationship between Parent-child relationship and Academic achievement of high school students.

Table 3 Co-efficient of Correlation between Parent-child relationship and Academic achievement of high school students

Variables	N	'r'	Level of Significance
Parent-child relationship and Academic achievement	300	0.666	Significant

It is evident from the above table, the computed correlation coefficient 'r' is 0.666, which is significant at 0.05 level. It is inferred that there is significant relationship between Parent-child relationship and Academic achievement of high school students.

Major Findings

1. The majority of the high school students belong to the moderate level of Parent child relationship.
2. The majority of the high school students belong to the moderate level of Academic achievement.
3. There is significant relationship between Parent-child relationship and Academic achievement of high school students

Interpretation

The 'r' test result shows that there is no significant relationship between Parent-child relationship and Academic achievement of high school students. This may be Students' parent-child relationships involve parents' provision supportive resources for learning. Willingness to devote time to help students' learn at home, provision of care, comfort and affection, adequate arrangement for the students feeding, protection, rest, clothing and shelter, active participation in parent school contact are necessary to motivate students to perform better in school. This implies that when parents provide children with rich nurturing and varied stimulation through all spheres of social life, the academic achievement of the students significantly improves.

Recommendations of the Study

The present study gives a clear-cut view about the present position of high school students parent-child relationship and academic achievement. Based on the important findings stated earlier, the following recommendations are suggested:

- Parents should be encouraged to provide adequate motivation for the child at home as a background for the students' academic achievement in school.
- Teachers have the responsibility of designing and evaluating classroom instructions and classroom management for effective teaching and learning to take place. Teachers' understanding of the factors of motivation will enable them to liaise with parents to make motivational variables available to students.
- Counsellors and psychologists should study the background of the students, and the academic problems of individual students associated with the home, the counselors can do their job of counseling to both students and parents more effectively.
- The curriculum planners can identify the factors in this regard that influence academic achievement. It will help the curriculum planners to develop appropriate curriculum that will take care of students from different background.

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RELATIONSHIP BETWEEN EDUCATIONAL INNOVATIONS AND CREATIVITY OF STUDENT TEACHERS

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²V.Ancymary

Abstract

This investigation was done to see if there is any significant relationship between Educational innovations and Creativity of student teachers. The sample comprises of 300 students acquired from six college of educations in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant relationship between Educational innovations and Creativity of student teachers.

Introduction

Creativity alludes to the marvel whereby an individual makes something new (an item, an answer, a masterpiece, a novel, a joke, and so forth) that has some sort of significant worth. What considers "new" might be regarding the individual maker, or to the general public or area inside which the curiosity happens. What considers "significant" is comparably characterized in an assortment of ways.

Academic premium in creativity goes broadly: Points to which it is important incorporate the connection among creativity and general insight; the psychological and neurological cycles related with innovative movement; the connection between character type and imaginative capacity; the connection among creativity and emotional well-being; the potential for encouraging creativity through instruction and preparing, particularly as expanded by innovation; and the use of a person's current inventive assets to improve the adequacy of learning measures and of the showing measures custom-made to them.

Creativity and inventive demonstrations are subsequently concentrated across a few controls - brain research, intellectual science, training, theory (especially reasoning of science), innovation, philosophy, social science, phonetics, business studies, and financial matters. Accordingly, there are a huge number of definitions and approaches.

Significance of the Study

Teacher education tries to advance greatness, experience of thoughts and quest for truth. Teacher education should assist with fostering those capacities in a student which would assist him with conceptualizing a wonder or circumstance and empower him to add to social improvement through his insight and abilities. To be an effective teacher, the instructor learner ought to have the option to see and survey the feelings of his own students. Teachers' confidence in their own viability to spur and advance learning influences the kinds of learning climate they make and the degree of scholarly advancement their students accomplish. Instructor is a prime animating power in the educational arrangement of India. A teacher can help our country during the time spent remaking. In any case, so far we have not been adequately ready to tackle this incredibly helpful labor. This could be conceivable if the teacher's job is appropriately perceived and he is in the outlook to comprehend the issue of the country and put forth a genuine attempt to establish an environment where in society can push ahead. Dr. Radhakrishnan properly commented, "The teacher's spot in the general public is of scholarly practice and specialized expertise from one age to another and assists with keeping the light of civilization consuming". It's nice to realize how far the instructors work with the help of educational innovation is an aid to the showing local area and country.

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Objectives

1. To find out the level of Educational innovations of student teachers.
2. To find out the level of Creativity of student teachers.
3. To find out whether there is any significant relationship between Educational innovations and Creativity of student teachers.

Methodology

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

Population for the Study

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

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 student teachers from six B.Ed colleges in Virudhunagar district of Tamilnadu.

Tool

- Educational Innovation Questionnaire by Sakthivel and G.Visvanathan (2012)
- A Battery of Creative Thinking Abilities (CTA) by D.K.N. Sharma.

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Analysis of Data

Objective: 1

- To find out the level of Educational innovations of student teachers

Table 1 Levels of Educational Innovations among Student Teachers of Entire Sample

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Educational innovations	62	20.67	172	57.33	66	22

The following inferences are drawn from the above table in respect of the entire sample of student teachers, 20.67 % of the total sample have low level of Educational innovations, 57.33% of them have moderate level and 22% of them have high level of Educational innovations of student teachers. These findings reveal that the majority of the student teachers belong to the moderate level of Educational innovations. It is concluded that the level of Educational innovations is moderate among student teachers.

Objective: 2

To find out the level of Creativity of student teachers

Table 2 Levels of Creativity among Student Teachers of Entire Sample

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Creativity	47	15.67	182	60.67	71	23.67

The following inferences are drawn from the above table in respect of the entire sample of student teachers, 15.67% of the total sample have low level of Creativity, 60.67% of them have moderate level and 23.67% of them have high level of Creativity of student teachers. These findings reveal that the majority of the student teachers belong to the moderate level of Creativity. It is concluded that the level of Creativity is moderate among student teachers.

Hypothesis No. 1

There is no significant relationship between Educational innovations and Creativity of student teachers.

Table 3 Co-efficient of Correlation between Educational innovations and Creativity of student teachers

Variables	N	'r'	Level of Significance
Educational innovations and Creativity	300	0.002	Not significant

It is evident from the above table, the computed correlation coefficient 'r' is 0.002, which is not significant at 0.05 level. It is inferred that there is no significant relationship between Educational innovations and Creativity of student teachers.

Major Findings

1. The Majority 57.33% of student teachers have moderate level of Educational innovations. These findings reveal that the Educational innovations of B.Ed Students in Virudhunagar district is Moderate.
2. The Majority 60.67% of student teachers have moderate level of Creativity. These findings reveal that the Creativity of B.Ed Students in Virudhunagar district is Moderate.
3. There is no significant relationship between Educational innovations and Creativity of student teachers

Recommendations of the Study

The present study gives a clear-cut view about the present position of student teachers' Educational innovations and Creativity. Based on the important findings stated earlier, the following recommendations are suggested:

- Suitable action may be taken to ensure that all the student teachers, teachers, principals, supervisors and parents are made aware of the purport of the innovations, their significance and the benefit the individual studies and society are going to derive through these innovations
- Systematically planned and need-based orientation courses may be arranged to the student teachers, with a view to making them comprehend, the need for a change, the kind of change that is expected and as to how to achieve the same.
- Study circles for a group of schools may be started to improve the competencies of the teachers for qualitative improvement in schools.
- It is time to have a second look at the teacher-pupil ratio of all the schools and the same be reduced to the minimum possible number by appointing additional teachers under the existing social and economic constraints of the society.

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A STUDY ON PERSONAL VALUES OF PROSPECTIVE TEACHERS

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Abstract

Personal Values refers to those which are practiced by the individual alone, irrespective of his social relationships. Values are the principles that lay a solid foundation for a civilized and caring society. This study was done to find out the level of personal values among college students of Madurai, Dindugal and Sivagangai Districts. The investigator adopted the normative survey method for this study. The Sample consists of 600 prospective teachers from three districts. The self made tool which was validated tool by the investigators, consists of 70 items was used. The result indicated that it is inferred from the above table that the level of personal values in total and its dimensions of prospective teachers were moderate. It is inferred from the above table that there is no significant difference between male and female prospective teachers in their personal values in total and its dimensions punctuality, cleanliness, dignity of labor, empathy, ambition and hope. It is inferred from the above table that there is significant difference between rural and urban prospective teachers in their personal values in total and its dimensions punctuality, cleanliness, dignity of labour, empathy, honesty, ambition and hope.

Introduction

Values relate to the aims of the human life and act as standard bearers toward achieving these aims. Personal values – Cleanliness, Dignity of Labour, Diligence, Punctuality-Regularity, Honesty, Nature Appreciation, Victory in Suffering, Fortitude, Courage, Maturity, Self- reliance, Ambition, Excellence, Hope, Research and Evaluation. Cleanliness plays important role in human day to day life and leading peaceful social life style. Cleanliness habituates man to adopt a life style that is refreshing and pure. Cleanliness leaves to a life that is systematic, well ordered, healthy in mind and body. Cleanliness is also a reflection of inner purity of the soul, for, 'Cleanliness is next to Godliness'.

Significance of the Study

The teen agers are particularly targeted through various advertisements to adapt a consumerized life style which is not synchronization with the society and environment. Values are important for living a happy life, as food is important for healthy life. Personal values are our own accepted standards for governing what is right and wrong, they guide us in our decision- making about any and all activities. This study was done in Madurai area B.Ed colleges to know the personal values among the prospective teachers.

Background of the Study

Our current environment is not highly moral or supportive of morality and our society does not seem to know what to do about these permissive conditions. Education is the key to install an inner control mechanism. A strong sense of values will prevent them from worries and make them honest now and also when they are in disastrous period. Being in the teaching profession the investigators are thought to conduct the present study.

Objectives of the Study

1. To find out the level of personal values among prospective teachers.
2. To find out the significant difference in the personal values among prospective teachers based on the following
 - Gender of the students
 - Marital status
 - Medium of Instruction
 - Locality

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Hypotheses of the Study

1. The level of Personal values and its dimensions of prospective teachers is high.
2. There is no significant difference in personal values and its dimensions of prospective teachers with respect to gender
3. There is no significant difference in personal values and its dimensions of prospective teachers with respect to marital status
4. There is no significant difference in Personal values and its dimensions of prospective teachers with respect to Medium of Instruction
5. There is no significant difference in personal values and its dimensions of prospective teachers with respect to Locality

Methodology

Sample: The investigator adopted the normative survey method for this study. The Sample consisting of 600 prospective teachers from three districts were taken.

Tool Construction: The self made tool which was prepared and validated by the investigators. The tool consists of 70 items and it was a five pointer rating scale,

Administration of the Tool: The tool was administered to the college students of three districts. The prior permission was got from the Principals or Department Head. The responses were collected and analyzed.

Statistical Technique Used: Mean and 't' test

Analysis and Interpretation

1. The level of Personal values and its dimensions of prospective teachers is high.

Level of Personal Values and Its Dimensions of Prospective Teachers

Dimension	Low		Moderate		High	
	N	%	N	%	N	%
Punctuality	88	14.7	406	67.7	106	17.7
Cleanliness	87	14.5	451	75.2	62	10.3
Dignity of labor	91	15.2	413	68.8	96	16.0
Empathy	102	17.0	415	69.2	83	13.8
Honesty	88	14.7	419	69.8	93	15.5
Ambition	90	15.0	425	70.8	85	14.2
Hope	102	17.0	403	67.2	95	15.8
Personal Values in total	83	13.8	433	72.2	84	14.0

It is inferred from the above table that the level of personal values in total and its dimensions of prospective teachers were moderate. Among the moderate values, the level of dimension cleanliness (75.2%) is high and Hope is low (67.2%).

2. There is no significant difference in personal values and its dimensions of prospective teachers with respect to gender.

Difference in Personal values and its Dimensions of Prospective Teachers with Respect to Gender

Dimension	Gender	N	Mean	S.D	Calculated 't' Value	Remark
Punctuality	Male	177	27.67	4.360	0.619	NS
	Female	423	27.43	4.193		
Cleanliness	Male	177	28.64	4.745	0.624	NS
	Female	423	28.38	4.587		
Dignity of labor	Male	177	29.28	4.350	1.033	NS
	Female	423	28.87	4.549		
Empathy	Male	177	28.36	4.272	1.774	NS
	Female	423	27.67	4.350		
Honesty	Male	177	28.08	5.254	2.059	S
	Female	423	27.19	4.638		
Ambition	Male	177	27.73	5.266	1.201	NS
	Female	423	27.19	4.582		

Hope	Male	177	28.18	4.928	0.824	NS
	Female	423	27.82	4.623		
Personal Values in total	Male	177	197.93	25.994	1.468	NS
	Female	423	194.55	25.134		

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

It is inferred from the above table that there is no significant difference between male and female prospective teachers in their personal values in total and its dimensions punctuality, cleanliness, dignity of labor, empathy, ambition and hope. Whereas there is significant difference between male and female prospective teachers in the dimension honesty.

3. There is no significant difference in personal values and its dimensions of prospective teachers with respect to marital status.

**Difference in Personal Values and its Dimensions of Prospective Teachers
with Respect to Marital Status**

Dimension	Marital Status	N	Mean	S.D	Calculated 't' Value	Remark
Punctuality	Married	103	27.48	5.448	0.048	NS
	Unmarried	497	27.50	3.951		
Cleanliness	Married	103	28.16	5.857	0.591	NS
	Unmarried	497	28.52	4.339		
Dignity of labor	Married	103	29.10	5.392	0.218	NS
	Unmarried	497	28.97	4.288		
Empathy	Married	103	28.12	5.496	0.510	NS
	Unmarried	497	27.82	4.058		
Honesty	Married	103	28.22	5.569	1.586	NS
	Unmarried	497	27.29	4.666		
Ambition	Married	103	27.86	5.683	1.040	NS
	Unmarried	497	27.24	4.590		
Hope	Married	103	27.66	5.875	0.519	NS
	Unmarried	497	27.98	4.440		
Personal Values in total	Married	103	196.59	34.106	0.359	NS
	Unmarried	497	195.33	23.252		

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

It is inferred from the above table that there is no significant difference between married and unmarried prospective teachers in their personal values in total and its dimensions punctuality, cleanliness, dignity of labor, empathy, honesty, ambition and hope.

4. There is no significant difference in Personal values and its dimensions of prospective teachers with respect to Medium of Instruction

**Difference in personal values and its Dimensions of Prospective teachers
with Respect to Medium of Instruction**

Dimension	Medium	N	Mean	S.D	Calculated 't' Value	Remark
Punctuality	Tamil	307	27.54	4.015	0.231	NS
	English	293	27.46	4.472		
Cleanliness	Tamil	307	28.30	4.570	0.849	NS
	English	293	28.62	4.697		
Dignity of labor	Tamil	307	28.85	4.255	0.806	NS
	English	293	29.15	4.729		
Empathy	Tamil	307	27.52	4.414	2.054	NS
	English	293	28.25	4.227		
Honesty	Tamil	307	27.53	4.536	0.392	NS
	English	293	27.37	5.147		
Ambition	Tamil	307	27.40	4.487	0.247	NS

	English	293	27.30	5.106		
Hope	Tamil	307	27.93	4.559	0.061	NS
	English	293	27.91	4.879		
Personal Values in total	Tamil	307	195.07	23.776	0.473	NS
	English	293	196.05	27.059		

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

It is inferred from the above table that there is no significant difference between Tamil and English medium prospective teachers in their personal values in total and its dimensions punctuality, cleanliness, dignity of labor, empathy, honesty, ambition and hope

5. There is no significant difference in personal values and its dimensions of prospective teachers with respect to Locality

Difference in Personal values and its Dimensions of Prospective Teachers with Respect to Locality

Dimension	Locality	N	Mean	S.D	Calculated 't' Value	Remark
Punctuality	Rural	396	27.25	4.114	1.983	S
	Urban	204	27.98	4.448		
Cleanliness	Rural	396	28.10	4.378	2.609	S
	Urban	204	29.14	5.029		
Dignity of labour	Rural	396	28.69	4.489	2.298	S
	Urban	204	29.58	4.451		
Empathy	Rural	396	27.61	4.155	2.063	S
	Urban	204	28.38	4.635		
Honesty	Rural	396	27.05	4.479	2.664	S
	Urban	204	28.23	5.403		
Ambition	Rural	396	27.02	4.687	2.351	S
	Urban	204	28.00	4.947		
Hope	Rural	396	27.45	4.371	3.293	S
	Urban	204	28.85	5.204		
Personal Values in total	Rural	396	193.18	22.965	2.976	S
	Urban	204	200.15	29.114		

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

It is inferred from the above table that there is significant difference between rural and urban prospective teachers in their personal values in total and its dimensions punctuality, cleanliness, dignity of labour, empathy, honesty, ambition and Hope respectively.

While comparing the mean scores of rural and urban prospective teachers, urban (200.15, 27.98, 29.14, 29.58, 28.38, 28.23, 28.00, 28.85) prospective teachers are better than rural (193.18, 27.25, 28.10, 28.69, 27.61, 27.05, 27.02, 27.45) prospective teachers in their personal values in total and its dimensions punctuality, cleanliness, dignity of labour, empathy, honesty, ambition and Hope respectively.

Educational Implications

Today the world had witnessed erosion of values in all walks of life. Values are eternal and values have been taught mankind from the beginning of this world. Values and morals only guide but also inspire and motivate significantly. Values help human being to conduct himself and shape his life patterns by integrating his beliefs, ideas and attitudes to realize cherished ideals and aims of life. Psychologically speaking values fall under the 'Affective' domain. Each student starts building personal values in school. Personal values are very important. India is praised as a land of 'Dharma' because the personal, social, family, community, patriotic, religious and dharmic values have been deeply etched in the consciousness of its people. It makes us to know who we are and most people know that their own world is as good as gold. Each one has to feel proud of whom they are and know their own personal values.

Delimitation of the Study

This investigation was done in Madurai, Dindugal and Sivagangai districts.

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APTITUDE AND DEVELOPING PROBLEM SOLVING ABILITIES AMONG PROSPECTIVE TEACHERS THROUGH ONLINE DURING COVID-19 PANDEMIC SITUATION

¹Dr.A.Mary Delphine

²G.R.Gennifer

Introduction

Due to the pandemic situation of covid-19 the system of Education tends to online mode. If a Person have high level of Aptitude can able to solve their problems easily. Teachers are the back bone of children Education and hence they should be aware of their aptitude and problem solving ability. This increase their cognitive level and makes smooth towards education.

Significance of the Study

Aptitude and problem solving is a process of finding a solution to an issue. And allow them to actively participate in any programs since it is also develops one cognitive ability people with strong problem solving skills are:

- Able to remain objective
- Good collaborators
- Action oriented
- Observant
- Likely to become leader.

Due to the pandemic situation of covid-19 education stream flows by a online system. Since the education of future generation is also in the hands of prospective teachers must also be aware and developed aptitude and problem solving abilities.

Importance of aptitude and problem solving ability

Attitude is a very important aspect of a person's life. That basically judges our analytical and problem solving skills. It characterizes the analytical and application of an individual it is essentially demonstrate the following ideas:

1. Your prediction and observation power.
2. Your memory, concentration and calculations.
3. Your common sense and presence of mind.

Problem solving skills or skills that helps you identify and solve problems efficiently and effectively.

- Labelled to solve problems is considered as soft skill, meaning that it is more of a personality trait than a skill you have learnt at school.
- it also develops grit and trait that successful student routinely display.
- when lost tackle problems on their own or in a group they become resilient.
- If students practice problem solving consistently Deccan develop greater situational and social awareness.
- Students develop their problem solving skills they learn to rely on Independent, creative thinking which enhance their sense of independence.

Operational definitions

1. Aptitude: Refers to logical and analytical thinking, prediction and observation power, memory, concentration and calculations. It also improves decision making power in order to take a better and logical decision on time.

2. Problem Solving Ability: Refers to the ability which can be used not only to solve a simple problem but also a complicated problem.

3. Online Learning: Refers to setting teachers and students their own learning pace in the pandemic situation of covid-19 online learning which plays an important role in the field of education. The level of interest of student in their subject is based on the strategies of the teachers used for their teaching

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Sample

The researcher used 60 samples from prospective teachers from Madurai

Methods

Survey method

Statistical techniques used

Mean, Standard Deviation , 't' test and 'r' .

Objectives

The following are the objectives of the study:

1. To find out the level of Aptitude among prospective teachers.
2. To find out the level of Problem Solving Ability among prospective teachers.
3. To find out the difference between the level of attitude and the level of problem solving ability among prospective teachers.
4. To find out the significant difference in their aptitude among prospective teachers based on the following variables:
 - **Gender** : Male / Female
 - **Locality** : Urban / Rural
 - **Education** : General/ special
 - **Major Subject** : Arts / Science
 - **Medium of instruction:** Tamil/ English
 - **Parent Literacy** : Literate/ Illiterate
 - **Parent Occupation** : Permanent/ Temporary
5. To find out the significant difference in their Problem Solving Ability among prospective teachers based on the following variables:
 - **Gender** : Male / Female
 - **Locality** : Urban / Rural
 - **Education** : General/ special
 - **Major Subject** : Arts / Science
 - **Medium of instruction:** Tamil/ English
 - **Parent Literacy** : Literate/ Illiterate
 - **Parent Occupation** : Permanent/ Temporary
6. To find out the relationship between the Aptitude and the Problem Solving Ability among Prospective Teachers

Hypotheses

The investigator framed the following hypotheses for the present study:

1. The level of Aptitude among prospective teachers is above average
2. The level of Problem Solving Ability among prospective teachers is average
3. There is a difference between the level of attitude and the level of problem solving ability among prospective teachers
4. There is a significant difference in their aptitude among prospective teachers based on the following variables:
 - **Gender** : Male / Female
 - **Locality** : Urban / Rural
 - **Education** : General/ special
 - **Major Subject** : Arts / Science
 - **Medium of instruction:** Tamil/ English
 - **Parent Literacy** : Literate/ Illiterate
 - **Parent Occupation** : Permanent/ Temporary
5. There is a significant difference in their Problem Solving Ability among prospective teachers based on the following variables:

- **Gender** : Male / Female
- **Locality** : Urban / Rural
- **Education** : General/ special
- **Major Subject** : Arts / Science
- **Medium of instruction:** Tamil/ English
- **Parent Literacy** : Literate/ Illiterate
- **Parent Occupation** : Permanent/ Temporary

6. There is a positive relationship between the Aptitude and the Problem Solving Ability among Prospective Teachers

Analysis of Data and Interpretations

Hypothesis 1 : The level of Aptitude among prospective teachers is above average

Table 1

Variables	No. of . Prospective teachers	Theoretical mean	Calculated mean	Result
Prospective Teachers	60	20	25.1	Above Average

The above table 1, shows that the calculated mean(25.1) is higher than the theoretical mean(20). This shows that the level of aptitude among prospective teachers is above average. Therefore the Hypothesis, " The level of Aptitude among prospective teachers is above average" is accepted.

Hypothesis 2 : The level of Problem Solving Ability among prospective teachers is average.

Table 2

Variable	No. of. Prospective Teachers	Theoretical Mean	Calculated Mean	Result
Prospective Teachers	60	20	24.4	Above Average

The above table 2, shows that the calculated mean(24.4) is higher than the theoretical mean(20). This shows that the level of problem solving ability among prospective teachers is above average. Therefore the Hypothesis, "The level of Problem Solving Ability among prospective teachers is average." is accepted.

Hypothesis 3: There is a difference between the level of attitude and the level of problem solving ability among prospective teachers

Table 3

Sample (prospective Teachers)	Set of variables	Mean	Standard deviations	Difference	Difference between levels of two variables	Result
60	Aptitude Problem solving abilities	25.1 24.4	20.5 19.76	14.85 14.52	0.33	YES

The above table 3, shows the difference between the level of attitude and problem solving ability among prospective teacher. And the difference between the level of aptitude and problem solving abilities is $0.33 > 0.05$ (the probability value). Therefore the Hypothesis, "There is a difference between the level of attitude and the level of problem solving ability among prospective teachers" is accepted.

Hypothesis 4 : There is a significant difference in their aptitude among prospective teachers based on the following variables: **Gender:** Male / Female; **Locality :** Urban / Rural; **Education :** General/

special; **Major Subject** : Arts / Science; **Medium of instruction:** Tamil/ English; **Parent Literacy** :
Literate/ Illiterate; **Parent Occupation** : Permanent/ Temporary

Table 4

Variables	Sub Variables	Sample	Mean	Sd	'T' value	Result
Gender	Male	25	25.88	21.11	0.73	NS
	Female	35	26.03	21.15		
Locality	Urban	36	25.69	20.92	0.71	NS
	Rural	24	26.37	21.45		
Education	General	37	25.64	20.86	0.63	NS
	Special	23	25.26	20.63		
Major subject	Arts	22	25.09	20.43	0.58	NS
	Science	38	26.34	21.45		
Medium of Instruction	Tamil	20	27.3	22.37	0.56	NS
	English	40	25.45	20.62		
Parent literacy	Literate	30	25.23	20.46	0.97	NS
	Illiterate	30	26.33	21.55		
Parent occupation	Permanent	29	25.57	20.61	0.93	NS
	Temporary	31	26.10	21.36		

The above table 4, shows the calculated t value for the variables mentioned in the column based and compared to the table value 2.000 at 0.05

The results of the variables based on gender, locality, education, major subject, medium of instruction, parent literacy and parent occupation are **NOT SIGNIFICANT(NS)** in difference between their sub variables. Therefore the "Hypothesis 4" is rejected

Hypothesis 5: There is a significant difference in their Problem Solving Ability among prospective teachers based on the following variables: **Gender:** Male / Female; **Locality:** Urban / Rural; **Education** : General/ special; **Major Subject** : Arts / Science; **Medium of instruction:** Tamil/ English; **Parent Literacy** : Literate/ Illiterate; **Parent Occupation:** Permanent/ Temporary

Table 5

Variables	Sub Variables	Sample	Mean	SD	't' Value	Result
GENDER	Male	25	24.24	25.07	0.75	NS
	Female	35	24.46	19.80		
LOCALITY	Urban	36	24.33	19.87	0.70	NS
	Rural	24	24.46	19.84		
EDUCATION	General	37	24.41	21.65	0.64	NS
	Special	23	24.39	19.68		
MAJOR SUBJECT	Arts	23	24.57	19.94	0.75	NS
	Science	37	24.30	19.75		
MEDIUM OF INSTRUCTION	Tamil	21	24.48	19.95	0.58	NS
	English	39	24.31	19.61		
PARENT LITERACY	Literate	30	24.43	19.78	0.996	NS
	Illiterate	30	24.30	19.71		
PARENT OCCUPATION	Permanent	29	24.62	19.98	0.98	NS
	Temporary	31	24.06	19.45		

The above table 5, shows the calculated t value for the variables mentioned in the column based and compared to the table value 2.000 at 0.05

The results of the variables based on gender, locality, education, major subject, medium of instruction, parent literacy and parent occupation are **NOT SIGNIFICANT(NS)** in difference between their sub variables. Therefore the "hypothesis 5" is rejected

Hypothesis 6: There is a positive relationship between the Aptitude and the Problem Solving Ability among Prospective Teachers

Table 6

Variable	Mean	'R' Test
Aptitude	25.1	0.068
Problem Solving Ability	24.4	

Hear the relationship between aptitude and problem solving ability among the prospective teacher is tends towards zero. That is, there is a complete lack of relationship between aptitude and problem solving ability among the prospective teachers. Therefore the “hypothesis, “There is a positive relationship between the Aptitude and the Problem Solving Ability among Prospective Teachers”, is rejected.

Hence there is no positive relationship between the Aptitude and the Problem Solving Ability among Prospective Teachers.

This shows that the prospective teachers are having lack in attention and concentration towards online learning.

Educational Implications

My contribution towards education through my research is to create an integrated knowledgeable society.

The current study has brought the following educational implications:

- Teachers of the way of light, of the students. Hence the prospective teachers must be integrated time to time both in aptitude and problem solving ability.
- The prospective teachers need to developed the characteristics of adapting themselves to a new circumstances.
- Need to develop book reading habits and also must be aware of oneself and others.
- Every parents should listen to their children’s opinion and provide their children with freedom of choice under their supervision.
- I recommend to the teacher educator to create an innovative multitasking prospective teacher to the society.

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STRESS AND ACADEMIC INTEREST AMONG COLLEGE STUDENTS

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²N.Jothi

Introduction

World Health Organization declared On 11 March 2020, Novel Coronavirus Disease (COVID-19) outbreak was a pandemic. It reiterated the call for countries to take immediate actions and scale up the response to treat, detect and reduce transmission save people's lives. Intense excessive and persistent concern and fear about everyday situations, fast heart rate, rapid breathing sweating, and feeling tired may occur. Public health actions, such as social distancing, are necessary to reduce the spread of COVID-19, but they can make us feel isolated and lonely and can increase *stress* and anxiety.

Significance of the Study

Stress is a feeling of emotional or physical tension. It can come from any event or thought that makes you feel frustrated, angry, or nervous. Stress is body's reaction to a challenge or demand. In short bursts, stress can be positive, such as when it helps to avoid danger or meet a deadline. But when stress lasts for a long time, it may harm our health. The positive stress maybe improves the academic interest among college students. Academic factors were the predominant cause of stress in most students, followed by physical, social, and emotional. The majority of students with stress reported high scores of poor self-esteem, and about half scored high on depression scales. Stress levels may escalate to significant proportions in some students to present with symptoms of anxiety, especially during tests and examination periods.

Objectives of the study

The investigator has the following objectives for the present study:

1. To find out the level of stress among the college students during the covid -19 pandemic situation.
2. To find out the level of academic interest among the college students during the covid -19 pandemic situation.
3. To find out the difference between the level of stress and academic interest among the college students during the covid -19 pandemic situation.
4. To find out the significant difference between stress and academic interest among college students during the covid -19 pandemic situations in the following variables.
 1. **Gender** : Male/ Female
 2. **Types of College** : B.Ed., College / Arts College
 3. **Locality** : Rural/Urban
 4. **Mode of Study** : Online/Offline
 5. **Parent Literacy** : Literate/Illiterate
 6. **Parent occupation** : Government/Private
7. To find out the relationship between stress and academic interest among college students during the covid -19 pandemic situation.

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Hypotheses of the study

1. The level of stress among the college students during the covid -19 pandemic situation is above average.
2. The level of academic interest among the college students during the covid -19 pandemic situation is average.
3. There is a difference in the level of Stress and level of academic interest among college students during the covid-19 pandemic situation.
4. There is a significant difference in Stress among college students during the covid-19 pandemic situation in the following variables.

1. **Gender** : Male/ Female
2. **Types of College** : B.Ed., College / Arts College
3. **Locality** : Rural/Urban
4. **Mode of Study** : Online/Offline
5. **Parent Literacy** : Literate/Illiterate
6. **Parent occupation** : Government/Private

5. There is a significant difference in the academic interest among college students during the covid-19 pandemic situation in the following variables.

1. **Gender** : Male/ Female
2. **Types of College** : B.Ed., College / Arts college
3. **Locality** : Rural/Urban
4. **Mode of Study** : Online/Offline
5. **Parent Literacy** : Literate/Illiterate
6. **Parent occupation** : Government/Private

6. There is a positive relationship between stress and academic interest among the college students during the covid -19 pandemic situation.

Methodology

Sample

The investigator used the Survey method for this study. The sample was consisting of 60 college students from the Madurai district. The survey method of the research was used to achieve the objectives of the study.

Tool Construction

The self-made Rating Scale was prepared and used for collecting the data from the sample chosen. The tool was two self-made three-pointer scales (Stress scale and Academic scale) consists of 20 items.

Statistical Techniques Used:

The investigator used self-made rating scale and for analyzing the data. A summary of various techniques used in this study is given below.

- The **Mean** (\bar{x})
- The **Standard deviation**.
- The **'t' test**.
- Product Moment **correlation (r)**.

Data Analysis

Hypothesis 1: The level of stress among the college students during the covid -19 pandemic situation is above average.

Table 1 Showing the level of stress among the college students during the covid-19 pandemic situation is above average

No. of students	Theoretical mean	Calculated mean	Result
60	20	25	Above average

Inference

The above table shows that the calculated mean is above average. This shows that the level of stress among college students during the covid -19 pandemic situation is above average. Therefore the Hypothesis, "The level of stress among the college students during the covid -19 pandemic situation is above average" is **accepted**.

Hypothesis 2

The level of academic interest among the college students during the covid -19 pandemic situation is average.

Table 2 Showing the level of stress among the college students during the covid-19 pandemic situation is average

No. of students	Theoretical mean	Calculated mean	Result
60	20	25.3	ABOVE AVERAGE

Inference

The above table shows that the empirical mean is average. This shows that the level of Academic interest among the college students during the covid -19 pandemic situation is average. Therefore the Hypothesis, "The level of stress among the college students during the covid -19 pandemic situation is average" is **rejected**.

Hypothesis 3

There is a difference in the level of Stress and level of academic interest among college students during the covid-19 pandemic situation.

Table 3 Showing the difference in the level of stress and level of academic interest among college students during the covid-19 pandemic situation.

Sample	Level of Stress	Level of academic Interest	Difference
60	25	25.3	0.3

Inference

The above table shows that the level of stress and level of academic interest have differences. Therefore the Hypothesis, "There is a difference in the level of Stress and level of academic interest among college students during the covid-19 pandemic situation" is **accepted**.

Hypothesis 4

There is a significant difference in stress among college students during the covid-19 pandemic situation in the following variables.

Table 4 Showing a significant difference in the stress among college students during the covid-19 pandemic situation in the following variables

Variables of the study	Sub Variables	Sample	Mean	SD	't' value	Result
Gender	Male	30	2.2	0.81	1.4	NS
	Female	30	2.5	0.85		
College	B.ed	32	2.36	0.85	0.52	NS
	Arts	28	2.25	0.8		
Locality	Rural	27	2.47	0.82	0.95	NS
	Urban	33	2.26	0.88		
Parent literacy	Literate	37	2.27	0.81	1.07	NS
	Illiterate	23	2.5	0.65		
Parent occupation	Government	14	2.56	0.75	0.94	NS
	Private	46	2.34	0.81		

Inference

The above table shows the calculated 't' values for the variables mentioned in the columns based and compared to the table value 1.96 at 0.05 level. The variables based on **Gender, College, Locality, Parent**

literacy and **Parent occupation** are **not significant in the difference** between their sub-variables because their 't' values are less than the table value 1.96 at 0.05 level.

THEREFORE THE HYPOTHESES BASED ON THESE VARIABLES ARE REJECTED.

Hypothesis 5

There is a significant difference in the academic interest among college students during the covid-19 pandemic situation in the following variables.

Table 5: Showing a significant difference in the academic interest among college students during the covid-19 pandemic situation in the following variables

Variables of the Study	Sub- Variables	Sample	Mean	Sd	't' value	Result
Gender	Male	30	2.15	0.84	1.35	NS
	Female	30	2.43	0.76		
College	B.ed	32	2.43	0.77	1.39	NS
	Arts	28	2.14	0.84		
Locality	Rural	27	2.32	0.89	0.26	NS
	Urban	33	2.26	0.89		
Parent Literacy	Literate	37	2.26	0.84	1.26	NS
	Illiterate	23	2.53	0.79		
Parent Occupation	Government	14	2.56	0.77	0.8	NS
	Private	46	2.37	0.82		

Inference

The above table shows the calculated 't' values for the variables mentioned in the columns based and compared to the table value 1.96 at 0.05 level. The variables based on **Gender, College, Locality, Parent literacy**, and **Parent occupation** are **not significant in the difference** between their sub variables because their 't' values are less than the table value 1.96 at 0.05 level.

THEREFORE THE HYPOTHESES BASED ON THESE VARIABLES ARE REJECTED.

Hypothesis 6

There is a positive relationship between stress and academic interest among college students during the covid -19 pandemic situation.

Result

The correlation value +0.99 shows the positive relationship between Stress and Academic interest. Because the table value 0.99 has value 0.369 at the 0.5 level. Therefore the Hypothesis, "There is a positive relationship between stress and academic interest among the college students during the covid -19 pandemic situation" is **accepted**.

Interpretation of the Data

This may be because students have relaxed learning from the traditional educational system. Because of the Covid-19 pandemic situation time, the colleges are remaining closed. The online classes provide a lot of facility in traveling, time flexibility also. This may due to the impact of *COVID-19* on the college students now in transition from offline learning in *educational* institutions in India. **Online education** is a form of education where **students** use their home. The digital technologies are provided via online learning. But the continuous online class causes the health and mental condition of the college students. Most of the students want to go to college and do not prefer online exams. This is because of very long holidays due to the pandemic situation.

Educational Implications

1. Many Students feel a sense of needing to Relieve stress, I suggest that students have to schedule their regular works.

2. I recommend that Regular Exercise will be one of the healthiest ways like Yoga and morning walking.
3. Traditional lecture classes have higher stress rates and lowest academic interest than those using active learning techniques, new research finds.
4. One of the biggest issues that impact *online learners* is poor *time management*, I suggest that *students have to improve their time management skill*.
5. I recommend that Proper guidance and stress relieving therapy help them to achieve their goals.

Conclusion

College students are more vulnerable to stress related problem due to this covid-19 pandemic period. Perceived stress was significantly influenced by the lack of social interaction and worry regarding academic interest. There could be other factors influencing the stress level among the college students that are required to find the impact of online education. The college must provide continuous online support in the form of classes and support by the college staff and counseling and career guidance services.

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COGNITIVE STYLES AND ACADEMIC ACHIEVEMENT OF XI STANDARD STUDENTS

¹M Muthu Selvi²Mr.E. Alwin**Abstract**

The present study examines the relationship between Cognitive Styles and Academic Achievement. The sample consists of 300 XI standard students procured from 9 schools in the Thoothukudi district through a stratified random sampling technique. The collected data were analyzed statistically by using the SPSS package. There is a significant difference in the level of Cognitive Styles and Academic Achievement of XI standard students concerning some demographic variables.

Keywords: *Cognitive Styles, Academic Achievement, and XI standard Students*

Introduction

Education is the process of bringing desirable changes in the behavior of human beings. It can also be defined as imparting or receiving knowledge and habits through instruction or study. Education comprises instruction, teaching, information gathering, knowledge gathering and transmittance, discussion, demonstration of pilot programs. Imparting knowledge is only a fragment of education. Education is the means to a better way of living for many and others. It is the process of teaching required skills. Education is concerned with teaching the members of society how they are expected to behave in various selected situations. Education is an activity or a process, which modifies the behavior of a person from instinctive behavior to human behavior.

Significance of the Study

Education is the practice of bringing desirable changes in the behavior of human beings. It can also be defined as the procedure of imparting or acquiring knowledge and habits through instruction or study. Teachers play a very significant role in student's life. Teachers may stress the part of cognitive style in their activities in life. Adventurous activities may be received in the school curriculum. Provide real-life experience patterns to the learner and develop self-assurance and self-sufficiency among students. Extra activities may give to the students to develop the cognitive style.

The student's uniqueness comes out only by their cognitive styles. The word uniqueness or specialized skills are denoted as "creativity," which means an explosion of ideas at an extreme level. The word cognitive styles represent an individual's various approaches regarding their knowledge level. An individual may differ concerning their inborn skills and natural methods. The roots of the change in society begin with the teachers who all are mold the behavior and teach the dos and don'ts among the pillars of our country. The perfect platform of transformation of one's creativity, isolated skills are known as the classroom. The extraordinary achievers are determining only inside the school within the four walls. The achievement mainly depends on the two main aspects, which are known as cognitive styles and intrapersonal intelligence. Our present educational system aims to produce extraordinary level achievers like scientists, players, inventors, engineers, and others. The investigator thought that these two things, which are known as cognitive styles and academic achievement, are inter-connected to one another. So the investigator wants to analyze the relationship between cognitive styles and academic achievement of XI standard students.

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Objectives

1. To determine whether there is any significant difference between rural and urban school XI standard students in their cognitive styles.
2. To determine whether there is any significant difference between male and female XI standard students in their academic achievement.
3. To find out whether there is any significant correlation between cognitive styles and academic achievement of XI standard students.

Hypotheses

1. There is no significant difference between rural and urban school XI standard students in their cognitive styles.
2. There is no significant difference between male and female XI standard students in their academic achievement.
3. There is no significant relationship between cognitive styles and academic achievement of XI standard students.

Method of Study

In the present study, Survey Method was employed.

Sample of the Study

The sample has 300 XI standard students from nine schools in the Thoothukudi district.

Tools Used

A great variety of research tools are widely employed for collecting relevant data. The selection of suitable tools is a necessary condition for any successful research. Research depending on the characteristics of the study, selects the relevant tools, either readymade or new ones.

The tools used in the present investigation are:

Personal data form

- The cognitive styles scale was served by Praveen Kumar Jha (2001)
- Term exam scores for measuring academic achievement

Data Analysis

Hypothesis-1

There is no significant discrepancy between rural and urban school XI standard students in their cognitive styles.

Table 1 Difference Between Rural And Urban School XI Standard Students in their Cognitive Styles

Variable	Rural(199)		Urban(101)		Calculated 't' values	Remarks
	Mean	S.D	Mean	S.D		
Systematic Styles	64.46	13.85	70.92	13.59	3.87	S
Intuitive Styles	65.42	13.80	71.46	13.15	3.69	S
Cognitive Styles in Total	129.92	26.19	142.57	25.74	3.99	S

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

It is inferred from the above table that the calculated value is greater than the table value in systematic, intuitive, and cognitive styles in total at a 5% level of significance. Hence the null hypothesis is rejected. It shows a significant difference between rural and urban school XI standard students in their cognitive styles.

Hypothesis-2

There is no meaningful difference between male and female XI standard students in their academic achievement.

Table 2 Difference Between Male and Female XI Standard Students in their Academic Achievement

Variable	Male (135)		Female (165)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Academic Achievement	470.55	70.52	456.92	74.50	2.61	S

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

It is understood from the above table that the calculated value is greater than the table value at a 5% level of significance. Hence the null hypothesis is rejected. It shows a significant difference between male and female XI standard students in their academic achievement.

Hypothesis-3

There is no significant relationship between cognitive styles and the academic achievement of XI standard students.

Table 3 Relationship Between Cognitive Styles and Academic Achievement of XI Standard Students

Variables	N	Calculated 'γ' Value	Remark
Cognitive Styles and Academic Achievement	300	0.265	S

(At 5% level of significance, the table value of 'γ' is 0.113)

It is understood from the above table that the calculated value is greater than the table value at a 5% level of significance. Hence the null hypothesis is rejected. It shows a significant relationship between cognitive styles and the academic achievement of XI standard students.

Interpretation

The 't' test analysis shows a significant difference between rural and urban school XI standard students in their cognitive styles. While comparing the means scores of rural and urban school XI standard students, rural students are better than urban XI standard students. This may be because rural school students have good study habits, self-learning ability, and curiosity to know and produce something new.

The 't' test analysis shows a significant difference between male and female XI standard students in their cognitive styles. While comparing the means scores of male and female XI standard students, male students are better than female XI standard students. This may be because generally, boys have a high concentration on studies, goal-oriented, and family responsibilities.

The correlation analysis shows a significant relationship between cognitive styles and the academic achievement of XI standard students. This may be because students, who possess high intelligence, should have good knowledge, understanding, and memory power to prepare, present the content and show good academic performance.

Conclusion

Understanding the cognitive styles of the students will help teachers to select the appropriate method, which in turn improves the academic achievement of the students. The findings of the study provide us a better understanding of cognitive styles. Furthermore, it will help develop educational interventions that foster cognitive skills and styles that enable the learners to achieve their goals in real-world learning contexts.

SELF CONCEPT AND ADJUSTMENT BEHAVIOR OF HIGHER SECONDARY STUDENTS

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Abstract

The present study examines the relationship between Self Concept and Adjustment Behaviour. The sample comprises 280 participants at higher secondary students procured from 6 schools in Tiruchendur educational district through stratified random sampling technique. The collected data were analyzed statistically by using the SPSS package. There is a significant difference in the level of Self Concept and Adjustment Behaviour of higher secondary students in relation to some demographic variables.

Keywords: *Self Concept, Adjustment Behaviour, and Higher Secondary Students*

Introduction

Real education strives to awaken the curiosity of children, develop creative and critical thinking in them. Education is the means to a better way of living for many and others. It is the process of teaching required skills. Education is concerned with teaching the members of society how they are expected to behave in various selected situations. Education is an activity or a process, which transforms the behavior of a person from instinctive behavior to human behavior.

Need for the Study

School is one of the most major foundation pillars on which the child's personality develops. Children learn themselves and the adjustment to day-to-day interaction at home and school. The self-concept is unique and personal. It derives from social experience. A person realizes himself as a successor or a failure only about his experience with others.

The self-concept is built on a base of reality what the child actually is physically, mentally, and emotionally; it is shaped and molded by the child's experience in the social and physical world. It is maintained as the individual strives to "be himself." The children accept what is consistent with their self-image and reject what is incompatible. According to Darwin's theory of evolution, those species which adapted successfully to the demands of living survived and multiplied while others who did not die out. So the students who can know themselves and adapt or adjusting to the needs of changing conditions can achieve high. In contrast, others lead miserable lives of proving a nuisance to society. Therefore, they should know themselves and adjust to their environment. So the researcher has decided to select the topic "Self Concept and Adjustment Behavior of Higher Secondary Students in Tiruchendur Taluk."

Statement of the Problem

"Self Concept and Adjustment Behavior of Higher Secondary Students"

Operational Definitions**Self-Concept**

The investigator means that self-concept is a relatively stable but changeable set of self-perceptions that are developed through the social interactions, and it also includes self-perceptions; ideal selves social identities and self-esteem.

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Adjustment Behavior

Adjustment is a continuous process of maintaining harmony between the attributes of man and the environment which has surrounded him. So in this present study, the investigator explained the adjustment behavior as the behavioral process of balancing the conflict of needs or needs challenged by obstacles in the educational, emotional, and social environment.

Higher Secondary Students

For the present study, the students of Standard XII Studying in higher secondary schools of Tiruchendur Educational District are taken as Higher Secondary Students.

Objectives of the Study

1. To find out whether there is any significant difference in the self-concept of higher secondary students with respect to gender.
2. To find out whether there is any significant difference in adjustment behavior of higher secondary students with respect to the nature of the school.
3. To find out whether there is any significant relationship between self-concept and adjustment behavior of higher secondary students.

Hypotheses of the Study

1. There is no significant difference between male and female higher secondary students in their self concept.
2. There is no significant difference among boys, girls, and co-education school higher secondary students in their adjustment behaviour.
3. There is no significant relationship between self-concept and adjustment behavior of higher secondary students.

Method of the Study

In the present study, Survey Method was employed.

Sample of the Study

The sample has 280 higher secondary students from 6 schools.

Tools Used

A great variety of research tools are widely employed for collecting relevant data. The selection of suitable tools is a necessary condition for any successful research. Research depending on the nature of the study, selects the relevant tools, either readymade or new ones.

The tools used in the present investigation are:

1. Personal data form
2. Dr. N.K. Chandra's self-concept inventory
3. R.T.P Sinha's Adjustment inventory (June 2013)

Analysis of Data

Hypothesis-1

There is no significant difference between male and female higher secondary students in their self-concept.

Table 1 Difference Between Male and Female Higher Secondary Students in their Self Concept

Variable	Male (120)		Female (160)		Calculated 't' value	Remark
	Mean	S.D	Mean	S.D		
Self Concept	169.14	35.94	171.10	33.31	0.47	NS

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

It is inferred from the above table that the calculated value is lesser than the table value at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their self-concept.

Hypothesis-2

There is no significant difference among boys, girls, and co-education school higher secondary students in their adjustment behavior.

Table 2 Difference Among Boys, Girls and, Co-Education School Higher Secondary Students in their Adjustment Behaviour

Variable	Source of variation	Sum of square	Degrees of freedom	Mean square variance	Calculated 'F' value	Remark
Educational Adjustment	Between	237.28	2	118.64	6.49	S
	Within	16142.852	277	65.356		
Social Adjustment	Between	22.16	2	11.08	0.689	NS
	Within	4458.74	277	16.09		
Emotional Adjustment	Between	152.98	2	76.49.	4.986	S
	Within	4249.85	277	15.34		
Adjustment Behaviour in total	Between	982.47	2	491.23	9.87	S
	Within	13781.39	277	49.75		

(At 5% level of significance, the table value of 'F' is 3.03)

It is inferred from the above table that the calculated value is lesser than the table value in social adjustment, greater than the table value in educational, emotional, and adjustment behavior in total at 5% level of significance. It shows that there is no significant difference among boys, girls and co-education school higher secondary students in their social adjustment, there is a significant difference among boys, girls, and co-education school higher secondary students in their educational, emotional adjustment, and adjustment behavior in total.

Hypothesis-3

There is no significant relationship between self-concept and adjustment behavior of higher secondary students.

Table 3 Relationship Between Self Concept and Adjustment Behaviour of Higher Secondary Students

Variables	N	Calculated 'γ' Value	Remark
Self Concept and Adjustment Behaviour	280	0.166	S

(At 5% level of significance, the table value of 'γ' is 0.113)

It is inferred from the above table that the calculated value is greater than the table value at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant relationship between self-concept and adjustment behavior of higher secondary students.

Interpretation

The 'F' test analysis shows a significant difference in educational adjustment, emotional adjustment, and adjustment behavior in total. While comparing the means scores of boys, girls, co-education school students, boys' school students are better than girls and co-education school students in their adjustment behavior. This may be because that basically, boys are very bold enough in facing educational challenges and emotionally tough.

The correlation analysis shows a significant relationship between self-concept and adjustment behavior of higher secondary students. This may be because one who possesses a high self-concept should have good self-awareness of their strength and weakness and self-regulation. So they can acquaint the behavior of adjusting with any kind of learning environment.

Conclusion

Self-concept and adjustment behavior occupies a very important place in the life of higher secondary students. Moreover, it is consensus that students with positive and realistic self-concepts have a correct and objective assessment of their abilities and shortcomings, which enabling them to be adjusted to the realities of their learning environment. Therefore the investigator concluded that self-concept has a strong influence on adjustment behavior.

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**A STUDY OF EMOTIONAL MATURITY AMONG HIGHER SECONDARY
STUDENTS BASED ON CERTAIN PRESAGE VARIABLES**

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Abstract

Emotional maturity is not only the determinant of personality patterns, but it also helps to control the growth of adolescent's development. A person who can keep his emotions under control, who can break delay and suffer without self-pity, might still be emotionally stunned and childish. This paper deals with the impact of emotional maturity among higher secondary students based on certain presage variables. The main objective of the study is to find out the significant difference in the emotional maturity of the higher secondary students concerning gender, class, locality of the school, computer availability, and internet accessibility. The sample size for the study comprised 707 students. The investigator used the emotional maturity scale prepared and validated by Dr. Sathyagiri Rajan. A Simple random sampling technique is used to collect the sample from various schools. Data were analyzed through mean, standard deviation, and "t" tests. The findings of the study indicate that (i) male students have significantly higher emotional maturity than female students (ii) students studying in XII standard have significantly higher emotional maturity than students studying in XI standard students (iii) urban locality school students have significantly higher emotional maturity than rural locality school students (iv) students having computer availability have significantly higher emotional maturity than students not having computer availability (v) students who do not have internet access have significantly higher emotional maturity than students having internet access.

Keywords: Emotional Maturity, Internet Accessibility, Higher secondary students

Introduction

Emotional maturity is the process of impulse control through the agency of itself. Emotional maturity is "A process of readjustment, the infant learner under the parental supervision what situation after permissible opportunity for emotional reaction and to what extent, so the primitive element psychological response that we call (Emotion) becomes patterned with accordance with approved from the expression and repression favored by culture," Frank (1963). An emotionally mature person can give expression to his emotion at the right time and in the proper manner. A person may say to be emotionally matured if he has all types of emotions- positive or negative and can express them at the appropriate time and degree.

Need for the Study

Emotional maturity is developed by the person through their functioning, experiences, their way of seeing and interpreting the world. The efforts they dedicate to enhance their abilities and personal growth. Emotional maturity differs from place to place depending on the gender, class, location of the school, medium of education, availability of a computer, internet accessibility, staying with parents, and also depends on the rooms allocated in their house. The researcher wants to identify the impact on the emotional maturity of higher secondary students in the Madurai district depending on certain presage variables.

Objectives of the Study

The specific objectives of the study are as follows:

1. To find out the significant difference between male and female higher secondary students in emotional maturity.

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2. To find out the significant difference between XI and XII higher secondary students in emotional maturity.
3. To find out the significant difference between urban and rural locations of higher secondary students in emotional maturity.
4. To find out the significant difference between availability and non-availability of computers with higher secondary students in emotional maturity.
5. To find out the significant difference between the internet accessibility and non-accessibility of the internet with higher secondary students in emotional maturity.

Hypothesis of the Study

The hypothesis formulated of the study is as follows:

1. There is no significant difference between male and female higher secondary students in emotional maturity.
2. There is no significant difference between XI and XII higher secondary students in emotional maturity.
3. There is no significant difference between urban and rural locations of higher secondary students in emotional maturity.
4. There is no significant difference between the availability and non-availability of computers with higher secondary students in emotional maturity.
5. There is no significant difference between the internet accessibility and non-accessibility of the internet with higher secondary students in emotional maturity.

Design of the Study

Sample

The present investigation is carried out in government and government-aided schools of Madurai district in Tamilnadu. 707 higher secondary school students were selected using a simple random sampling technique. As the study intends to collect data about emotional maturity among higher secondary school students, the survey method was used.

Tools

The tool used for data collection was an Emotional maturity checklist constructed and standardized by Dr. Sathyagiri Rajan.

Statistical Techniques

1. Mean, 2. Standard deviation and 3. 't' test for significance of the difference between the measure of a large independent sample.

Analysis and Interpretation

Table 1

The Significant difference in the Emotional Maturity among higher secondary students concerning presage variables

Variable	Sub-Variable	N	Mean	Standard Deviation	't' Value	Remark at 5% Level
Gender	Male	252	52.687	16.1828	3.706	S
	Female	455	48.479	13.4085		
Class	XI	291	48.938	13.5013	1.588	NS
	XII	416	50.707	15.2748		
Locality of School	Urban	367	50.392	14.7777	0.783	NS
	Rural	340	49.532	14.3870		
Availability of computer	Yes	212	50.533	14.5516	0.661	NS
	No	495	49.741	14.6107		
Internet Accessibility	Yes	586	49.751	14.6620	0.914	NS
	No	121	51.083	14.2271		

Further, it is observed from the above table when compared with the means score.

1. Male students are having more emotional maturity (53.687) when compared with female students (48.479). Hence the hypothesis stating that there is no significant difference in the emotional maturity of higher secondary students based on gender is rejected.
2. Students studying in XII standard have significantly higher emotional maturity (50.707) when compared with students studying in XI standard students (48.938). Hence the hypothesis stating that there is no significant difference in the emotional maturity of higher secondary students based on class is accepted.
3. Students studying in urban locality schools have higher emotional maturity (50.392) when compared to students studying in rural localities (49.532). Hence the hypothesis stating that there is no significant difference in the emotional maturity of higher secondary students based on the locality of school is accepted.
4. Students having computer availability have significantly higher emotional maturity (50.533) when compared to students not having computer availability (49.741). Hence the hypothesis stating that there is no significant difference in the emotional maturity of higher secondary students based on computer availability is accepted.
5. Students having no access to internet accessibility have significantly higher emotional maturity (51.083) when compared to students having internet accessibility (49.751). Hence the hypothesis stating that there is no significant difference in the emotional maturity of higher secondary students based on internet accessibility is accepted.

Educational Implications

- In this childhood stage, a boy or girl gets gradually exposed to his/her peer groups, school environment, and society as a whole. Where they find difficulty in adjustment. Teachers and parents must be affectionate to take immediate and appropriate steps to save the child from emotional crisis.
- There must be a welcome ceremony at the beginning of the school session to introduce newcomers to senior students, teachers, and physical facilities available therein.
- Teachers should make students familiar with the teaching and non-teaching staff of the school.
- Games and sports must be organized, and picnic, study tours, and field trips arranged to develop healthy habits and solve emotional problems.
- Value-oriented education in the light of moral education and moral awareness should be provided.
- Students should be allowed to listen to teacher's and adults' moral Judgements.
- More open discussion on social issues prevailing in the society to develop openness and universal attitude towards fellow people. This discussion will help open mind blockage on so-called 'common people tweet thought' over social issues.
- Engage in more group activities to develop better understanding with fellow students and while framing group every time, need to take care of the groups with new group members.

Conclusion

This study acts as an indicator to develop emotional maturity among higher secondary students. The investigator concluded that the role of the parents, teachers, and guardians to be aware of the environment of the students is growing, and altering the negative consequences into a positive environment creates a huge impact. Hence the best environment helps the students to grow into an emotional adults.

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