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Dr.A.R.Anandhakrishnaveni

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CONTENTS

ACADEMIC ACHIEVEMENT OF CO – CURRICULAR PARTICIPANTS WITH RESPECT TO MATHEMATICS UNDERGRADUATES

G.Shakila Chitra Selvi

Abstract

The present study entitled as "Academic Achievement of Co – Curricular participants with respect to mathematics undergraduates" deal with the matters of undergraduates mathematics students. Co–curricular activities greatly influence the success or failure of some programmes in educational institutions. The selection of activities should be judicious and well balanced. These activities however should be directed towards improving their talents. They should involve in the development of mental and physical ability.

Introduction

Co – curricular activities consist of those activities which are carried on outside the classroom. These activities develop the emotional health of the students. The introduction of this programme is to promote value- oriented education like team spirit, discipline and determination are developed through games, sports and other physical oriented programmes. Values like honesty, broad – mindedness, cleanliness and happiness are developed through fine Arts. Values like the spirit of service, courage and unity are caught by N.S.S, and N.C.C On the whole, these activities teach them "The Art of Living".

Significance of the study

Co – curricular activities are the source for the development of values in students. Apart from developing their creativity, co – curricular activities impart the values of demoncratic living, responsibility, co- operation, tolerance and secularism. At present the crime is on the increase. This kind of research will help us to create the patriotic and inclusive society.

It is obvious that co – curricular activities will contribute to the academic performance of the college students. Academic performance of the students, if has positive correlation with co – curricular activity the present study will be helpful for the college teachers and the students to know that the co – curricular participation won't be a hindrance for their academic performance.

Educational institutions in all progressive countries are now providing co – curricular activities. This study considered to be very helpful in the maintenance of good mental health, and to ensure social , cultural, moral, aesthetic and physical development.

Co- curricular activities are now considered essential for all round development of human personality. Curricular and Co – curricular programmes are in fast complementary to each other , both deserving equal weight age and emphasis in the total educational programme.

Hypothesis

1. These is no significant difference between the Mathematics undergraduates in terms of gender in participating Co – curricular activities.
2. There is no significant difference between the Mathematics undergraduates residing at home and hostels in participating Co – curricular activities.
3. There is no significant difference between the Mathematics undergraduates of colleges from Government and Aided in participating Co – curricular activities.

Sample for the study

The investigator has randomly selected 270 undergraduate third year mathematics students in Arts and science colleges affiliated to Madurai Kamaraj University for the present study.

Assistant Professor of Mathematics, PSNL College of Education, Sattur, Virudhunagar District

Method of the study

Survey method is adopted by the investigator in the present study. It involves interpretation, comparision, measurement, classification, evaluation and generalization all directed towards a proper understanding and solution of significant educational problems.

Tools used

The questionnaire used for this investigation was Co-curricular participation scale (CPS), which contains forty-four questions which were divided in to six dimensions such as sports and games, NSS, arts and crafts, NCC and literary association

Statistical Techniques used

In this study, the investigator used the statistical techniques such as Mean, Standard Deviation, Percentage analysis and t-test.

Analysis and Interpretation of data

Hypothesis: 1

There is no significant difference between the Mathematics undergraduates interms of gender in participating co-curricular activities.

Table 1
Difference between Co-Curricular Participation of Mathematics Undergraduates with Reference to Gender

S.No	Dimension	Boys (70)		Girls (200)		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1	Sports and games	33.26	4.75	4.75	6.14	3.02	significant
2	NSS	23.21	4.99	23.02	4.89	0.29	No significant
3	Fine Arts	22.71	3.19	22.10	3.52	1.36	No significant
4	Arts and crafts	20.00	3.09	19.60	3.44	0.90	No significant
5	NCC	19.27	5.97	14.67	5.25	5.60	Significant
6	Literary Association	21.67	3.70	21.67	3.91	0.85	No significant

In the above table, the calculated values in the case of sports and games, arts and crafts NCC and literary association are less than the table value (1.96) for df 268 at 0.05 level significance.

Hence there is no significant difference between boys and girls in the activities of NSS, fine arts, arts and crafts and literary association.

But the calculated values in the case of sports and games, NCC are greater than the table value (1.96) for df 268 at 0.05 level significance. Hence there is significant difference between boys and girls in the activities of sports and games, NCC.

While comparing with female Mathematics undergraduate students, the Male Mathematics undergraduate students are better in their sports and games.

While comparing with female Mathematics undergraduates students, the male undergraduate students are better in their N.C.C.

Hypothesis: 2

There is no significant difference between Mathematics undergraduates residing at home and hostels in participating Co-curricular activities.

Table 2
Difference between Co-Curricular Participation of College Mathematics Students with Reference to Accommodation

SI.No	Dimension	Non Hostlers		Hostlers		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1	Sports and games	31.42	5.69	32.69	6.60	1.27	No significant
2	NSS	23.30	4.66	22.08	5.78	1.40	No significant
3	Fine Arts	22.33	3.582	21.94	3.09	0.79	No significant
4	Arts and crafts	19.67	3.75	19.84	3.38	0.33	No significant
5	NCC	15.22	6.12	16.47	6.23	0.78	No significant
6	Literary Association	21.66	3.79	21.12	4.13	0.85	No significant

In the above table, all the calculated values are less than the table value (1.96) for df 267 at 0.05 level significance. Hence the null hypothesis is accepted.

Hypothesis: 3

There is no significant difference between the Mathematics Undergraduates College from Government and Aided in participating co-curricular activities.

Table 3
Difference between Co-Curricular Participation of Mathematics Undergraduates with Reference to Type of College

SI.No	Dimension	Government		Aided		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1	Sports and games	30.89	6.24	31.85	5.79	1.03	No Significant
2	NSS	21.74	4.74	23.40	4.90	0.78	No significant
3	Fine Arts	21.56	4.14	22.43	3.23	1.45	No Significant
4	Arts and Crafts	19.20	3.69	19.83	3.26	1.45	No Significant
5	NCC	15.87	6.16	15.86	6.15	0.01	No significant
6	Literary Association	21.02	4.16	21.69	3.77	1.08	No significant

In the above table, all the calculated values are less than the table value (1.96) for df 267 at 0.05 level significance. Hence, the null hypothesis is accepted.

Results and Discussions

't' – Test result reveals that the male Mathematics undergraduates students are better than the female mathematics undergraduates students in their sports and games. This may be due to the fact that there are more opportunities given to male students and the interest of the individuals.

't' – Test result reveals that the male Mathematics undergraduate students are better than the female mathematics undergraduate students in their NCC. This may be due to the fact that male students physical fitness and patriotic attitude.

There is no significant difference between the Mathematics undergraduates residing at home and hostels in participating Co-curricular activities.

There is no significant difference between the Mathematics undergraduates of colleges Government and Aided in participating Co-curricular activities.

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A STUDY ON ACHIEVEMENT MOTIVATION OF XI STANDARD STUDENTS

[1]Dr.A.R.Anandha Krishnaveni
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Abstract

This paper aims to study the achievement motivation of XI std students. Since XI STD students are promoted from high schools to higher secondary they suffer a lot. So it is essential to analyse their achievement motivation along with its dimensions. Achievement Motivation inventory developed by ***Pratiba Dev*** *and* ***Asha Mohan*** *(1985) has been used. The dimensions are accomplishment, power, recognition, affiliation and strength. There exists no significant difference in Achievement motivation of XI std students with respect to gender, residence, medium of instruction, nature of school. Significant difference was found in Achievement motivation of XI std students with respect to type of school.*

Introduction

Achievement motivation forms to be the basic for a good life. People who are oriented towards achievement, in general, enjoy life and feel in control. Being motivated keeps people dynamic and gives them self-respect. They set moderately difficult but easily achievable targets, which help them, achieve their objectives. They do not set up extremely difficult or extremely easy targets. By doing this they ensure that they only undertake tasks that can be achieved by them. Achievement motivated people prefer to work on a problem rather than leaving the outcome to chance. It is also seen that achievement motivated people seem to be more concerned with their personal achievement rather than the rewards of success.

Academic achievement is commonly measured through examinations or continuous assessments but there is no general agreement on how it is best evaluated or which aspects are most important procedural knowledge such as skills or declarative knowledge such as facts.

Furthermore, there are inconclusive results over which individual factors successfully predict academic performance, elements such as test anxiety, environment, motivation, and emotions require consideration when developing models of school achievement. Now, schools are receiving money based on its student's academic achievements. A school with more academic achievements would receive more money than a school with less achievement.

Need for the Study

Achievement Motivation is positively correlated with academic achievement. Achievement Motivation may help the individual to attain the aimed goals within the stipulated period. So every student should have Achievement Motivation to succeed in their life.

In the field education is concerned teacher has the responsibility to develop Achievement Motivation, self- efficacy, self confident, self concept, etc….These skills influence their goals and Achievement of XI standard students. This study may be helpful for the Academic counselors, teacher educators, parents who are responsible for the students' future. So the investigator wants to study the Achievement of XI standard students.

Objectives

- To find out whether there is any significant difference in Achievement Motivation of XI standard students in terms of gender.
- To find out whether there is any significant difference in Achievement of XI standard students in terms of locality of school.

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2. *Prospective Teacher Educator, Arulmigu Kalasalingam College of Education, Krishnankoil, Virudhunagar District*

- To find out whether there is any significant difference in Achievement Motivation of XI standard students in terms of medium of instruction.
- To find out whether there is any significant difference in Achievement Motivation of XI standard students in terms of type of school
- To find out whether there is any significant difference in Achievement Motivation of XI standard students in terms of nature of school.

Hypothesis

There is no significant difference between with respect to Achievement Motivation and Academic Achievement of XI standard students.

- Gender
- Locality of school
- Medium of instruction
- Type of school
- Nature of school

Methodology

A Simple Random Sampling Technique was adapted to select sample of 300 XI standard students in Srivilliputhur Taluk .The investigator has used survey method as technique for the study.

Achievement Motivation inventory developed by **Pratiba Dev** and **Asha Mohan** (1985) has been used. The dimensions are accomplishment, power, recognition, affiliation and strength.

Hypothesis Testing

Null hypothesis 1

There is no significant difference in the Achievement Motivation and Academic Achievement of XI standard students with respect to gender.

Table 1
Significant Difference in the Achievement Motivation and Academic Achievement of XI Standard Students With Respect To Gender

Dimensions/ variables	Gender				Calculated 't' value	Remarks at 5% level
	Male (N=96)		Female (N= 204)			
	Mean	S.D	Mean	S.D		
Accomplishment	36.33	6.725	37.56	7.107	1.445	NS
Power	29.02	5.513	29.32	6.285	0.404	NS
Recognition	34.31	5.189	34.30	5.610	0.005	NS
Affiliation	22.47	3.518	21.94	4.235	1.081	NS
Strength	15.25	2.679	15.07	2.733	0.510	NS
Achievement Motivation- in total	1.374	15.29	1.382	19.18	0.376	NS
Academic Achievement	4.122	68.62	4.266	63.68	1.782	NS

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

From the above table it is observed that the calculated 't' values are lesser than the table value. Hence the null hypothesis is accepted. Therefore there is no significant difference in accomplishment, power, recognition, affiliation, strength, Achievement Motivation- in total and Academic Achievement of XI standard students with respect to gender.

Null hypothesis 2

There is no significant difference in the Achievement Motivation and Academic Achievement of XI standard students with respect to locality of school.

Table 2
Significant Difference in the Achievement Motivation and Academic Achievement of XI Standard Students with Respect to Locality of School

Dimensions/variables	Locality of school				Calculated 't' value	Remarks at 5% level
	Urban (N=92)		Rural (N= 208)			
	Mean	S.D	Mean	S.D		
Accomplishment	35.78	6.213	**37.80**	7.250	2.322	**S**
Power	28.18	5.283	**29.68**	6.305	1.996	**S**
Recognition	32.67	4.894	**35.03**	5.565	3.510	**S**
Affiliation	21.96	4.220	22.17	3.939	0.417	NS
Strength	14.92	3.322	15.22	2.398	0.889	NS
Achievement Motivation- in total	1.355	13.42	**1.399**	19.40	2.870	**S**
Academic Achievement	4.265	62.70	4.199	66.80	0.799	NS

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

From the above table it is observed that the calculated 't' values are lesser than the table value for Achievement Motivation affiliation, strength and Academic Achievement of XI standard students with respect to locality of school. Therefore the null hypothesis is accepted.

The calculated 't' values are greater than the table for accomplishment, power, recognition, achievement motivation- in total. Hence there is significant difference in Achievement Motivation- in total accomplishment, power, recognition, Achievement Motivation- in total with respect to locality of school. Thus the null hypothesis is rejected.

Null hypothesis 3

There is no significant difference in the Achievement Motivation and Academic Achievement of XI standard students with respect to Medium of Instruction.

Table 3
Significant Difference in the Achievement Motivation and Academic Achievement of XI Standard Students with Respect to Medium of Instruction

Dimensions/variables	Medium of Instruction				Calculated 't' value	Remarks at 5% level
	Tamil (N=270)		English (N= 30)			
	Mean	S.D	Mean	S.D		
Accomplishment	37.36	7.045	35.56	6.468	1.335	NS
Power	29.02	6.142	31.06	4.748	1.764	NS
Recognition	34.49	5.465	32.66	5.326	1.740	NS
Affiliation	22.09	4.034	22.26	3.964	0.220	NS
Strength	15.17	2.656	14.80	3.209	0.709	NS
Achievement Motivation- in total	1.381	18.42	1.363	13.83	0.512	NS
Academic Achievement	4.218	66.65	4.238	55.35	0.161	NS

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

From the above table it is observed that the calculated 't' values are lesser than the table value. Hence the null hypothesis is accepted. Therefore there is no significant difference in accomplishment, power, recognition, affiliation, strength, Achievement Motivation- in total and Academic Achievement of XIstandard students with respect to Medium of Instruction.

Null Hypotheses 4

To find out the level of Achievement Motivation and Academic Achievement of XI standard students with respect to Type of school.

Table 4
Sum of Squares and Mean Squares of Achievement Motivation and Academic Achievement of XI Standard Students with Respect to Type of School

Dimensions/ Variables	Source of variation	sum of squares	df	Mean square	Calculated 'F' Value	Remarks at 5% Level
Accomplishment	Between Groups	175.893	2	87.946	1.804	NS
	Within Groups	14479.024	297	48.751		
Power	Between Groups	76.273	2	38.136	1.045	NS
	Within Groups	10838.314	297	36.493		
Recognition	Between Groups	288.158	2	**144.079**	4.941	**S**
	Within Groups	8660.012	297	**29.158**		
Affiliation	Between Groups	22.284	2	11.142	0.687	NS
	Within Groups	4813.863	297	16.208		
Strength	Between Groups	71.239	2	**35.620**	4.968	**S**
	Within Groups	2129.427	297	**7.170**		
Achievement Motivation- in total	Between Groups	2244.645	2	**1122.322**	3.519	**S**
	Within Groups	94733.022	297	**318.966**		
Academic Achievement	Between Groups	3780.679	2	1890.340	0.438	NS
	Within Groups	1280504.318	297	4311.462		

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

From the above table it is observed that the calculated 'F' values are lesser than the table value for Achievement Motivation accomplishment, power, affiliation, Academic Achievement of XIstandard students with respect to locality of school. Therefore the null hypothesis is accepted.

The calculated 'F' ratios are greater than the table for recognition, strength, Achievement Motivation-in total. Thus the null hypothesis is rejected.

Null hypothesis 5

There is no significant difference in the Achievement Motivation of XI standard students with respect to nature of school.

Table 5
Sum of Squares and Mean Squares of Achievement Motivation and Academic Achievement of XI Standard Students with Respect to Nature of School

Dimensions/ Variables	Source of variation	sum of squares	df	Mean square	Calculated 'F' Value	Remarks at 5% Level
Accomplishment	Between Groups	6.573	2	3.286	0.067	NS
	Within Groups	14648.344	297	49.321		
Power	Between Groups	50.265	2	25.133	0.687	NS
	Within Groups	10864.322	297	36.580		
Recognition	Between Groups	59.343	2	29.671	0.991	NS
	Within Groups	8888.827	297	29.929		
Affiliation	Between Groups	12.282	2	6.141	0.378	NS
	Within Groups	4823.865	297	16.242		
Strength	Between Groups	10.969	2	5.484	0.744	NS
	Within Groups	2189.698	297	7.373		

Achievement Motivation- in total	Between Groups	328.205	2	164.102	0.504	NS
	Within Groups	96649.462	297	325.419		
Academic Achievement	Between Groups	8072.045	2	4036.022	0.939	NS
	Within Groups	1276212.952	297	4297.013		

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

From the above table it is observed that the calculated 'F' values are lesser than the table value. Hence the null hypothesis is accepted. Therefore there is no significant difference in accomplishment, power, recognition, affiliation, strength, Achievement Motivation- in total and Academic Achievement of XI standard students with respect to nature of school.

Conclusion

Achievement motivation (Need-achievement) is considered as a prerequisite for success in academic as well in other fields. As a learned motive it can be fostered among our children. The responsibility lies on the parents at home and on the teachers in the school. An attempt was made in this paper to analyze the adolescent's achievement motivation level along with gender, academic stream and type of school. Findings reported that adolescents are at the average level of achievement motivation. Irrespective of the differences in need-achievement levels across gender, academic streams and type of school, paper concluded that to develop a strong desire for

Excellence among our adolescents, the psycho-social environment provides at home and school must channelize and foster this strong desire.

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SELF CONFIDENCE AND PERCEIVED PARENTAL INFLUENCE AS DETERMINANTS OF ACADEMIC ACHIEVEMENT AND HIGH SCHOOL STUDENTS

K. Femila Jerin

Abstract

Self-confidence is an attitude that you hold about yourself that allows you to move forward and achieve your goals. Parental influence in school is defined as parent reported participation at least once during the school year in attending a general school meeting; attending a scheduled meeting with their child's teacher; attending a school event; or volunteering in the school or serving on a school committee. This study examines to find out the difference and relationship between the self confidences and perceived the parental influence of high school students of kanyakumari district. The findings results there are significant difference and relationship between self confidence and parental influence of high school students.

Keywords: *Self Confidence, Parental Influence, Academic Achievement*

Introduction

Man is the only living culture creature who finds his own existence, a problem which he has to solve and from which he cannot escape. The scientific and technological advances have posed many problems in the life of man. Most of the human problems significantly affect the development of individuals. Self-confidence is an attitude that you hold about yourself that allows you to move forward and achieve your goals. Parent involvement in a child's early education is consistently found to be positively associated with a child's academic performance. Specifically, children whose parents are more involved in their education have higher levels of academic performance than children whose parents are involved to a lesser degree. The influence of parent involvement on academic success has not only been noted among researchers, but also among policy makers who have integrated efforts aimed at increasing parent involvement into broader educational policy initiatives. Coupled with these findings of the importance of early academic success, a child's academic success has been found to be relatively stable after early elementary school. Therefore, it is important to examine factors that contribute to early academic success and that are amenable to change.

Need and Significance of the Study

Higher secondary students who belong to the stage of adolescence differ very much in their characteristics. This is the period of storm and stress. This is the period of the gang or club. There will be a close relationship between him and the other members of the group. There are various agencies like; newspapers, magazines, radio, television and cinema are diverting the concentration of these group students. So individuals differ in the self-confidence with in perceived parental influence and academic achievement.

Self –confidence is something that one can learn and often much easier than they think. Self-confidence people inspire confidence in others. Their parents, Audience Peers, Bosses, Customers and friends are gaining the confidence of others is one of the key ways in which a Self-confidence person finds success. All the other things being equal, Self-confidence is often the single ingredient that distinct wishes a successful person from someone less successful. Setting and achieving goals is a key part of his, and real self-confidence comes from this.

Self – confidence is a basis for student's survival; both at school and at home. A confident student attracts friendships, but commands respect, too. Achieving self-confidence is a fine balance. Lack of self-confidence of under confidence will result to student doubting his/her abilities. Such students seek the approval of others for reassurance. Self-confidence is not necessarily all pervasive.

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A student who is completely comfortable and other areas such as class situations lack of confidence is often the result of unrealistic expectations. Hence in this study, the investigator has tried to find the nature of self – confidence as related to academic achievement of the students.

Statement of the Problem

Self Confidence and Perceived Parental Influence as Determinants as Academic Achievements and High School Student

Objectives of the Study

1. To study the difference between male and female high school students in their self-confidence.
2. To study the difference between the Male and Female high school students with respect to their perceived parental influence.
3. To study the difference among the high school students in Government, Aided and Matriculation schools in their self-confidence.
4. To study the difference among the high school students in Government, Aided and Matriculation schools with respect to their perceived parental influence.
5. To find the correlation between the self confidence and perceived parental influence of high school students.

Hypotheses of the Study

1. There is no significance difference between male and female high school students in their self-confidence.
2. There is no significant difference between the Male and Female high school students in their perceived parental influence.
3. There is no significant difference among Government, Aided and Matriculation School Students in their self confidence.
4. There is no significant difference among Government, Aided and Matriculation School Students in their perceived parental influence.
5. There is no significant relationship between self confidence and perceived parental influence of high school students

Methodology

The investigator gathered information with appropriate tool from higher secondary students using normative survey method. The investigator used the following tools Self-confidence scale developed by Sam Sananada Raj, Perceived Parental influence scale developed by the investigator & Achievement Marks in Half Yearly Exam. The population for the present study consisted of all the high school students in kanyakumari district and the investigator has selected 300 high school students.

Statistical Techniques Employed in the Study

The investigator for analyzing the data uses following major techniques.

- Mean
- Standard deviation
- Test of significance (t- test)
- Correlation (r)
- Percentage Analysis

Inferential Analysis

Hypothesis – 1

There is no significant difference between male and female high school students in their self-confidence.

Table 1
Difference between the Self Confidence on Male and Female High School Students

Variable	Gender	N	Mean	S.D	't'	Table value	Remarks
Self-confidence	Male	116	21.82	54.650	1.788	.075	Significant
	Female	184	14.61	2.726			

It is inferred from the above table that the calculated value is greater than the table value at 5% level of significance. Therefore the null hypothesis is rejected. Hence there is significant difference between male and female high school students in their self-confidence.

Hypothesis –2

There is no significant difference between male and female high school students in their perceived parental influence.

Table 2
Difference between the Perceived Parental Influence on Male and Female High School Students

Variable	Gender	N	Mean	S.D	't'	Table value	Remarks
Perceived parental influence	Male	116	14.64	2.685	.091	.928	Not Significant
	Female	184	14.61	2.726			

It is inferred from the above table that the calculated value is less than the table value at 5% level of significance. Therefore the null hypothesis is accepted. Hence there is no significant difference between male and female high school students in their perceived parental influence.

Hypothesis 3

There is no significant difference among Government, Aided and Matriculation School Students in their self confidence.

Table 3
Difference among Government, Aided and Matriculation School Students in their Self Confidence

Source of Variation	Sum of Squares	Mean Square	F- Value	P Value	Remark
Between Group	14.330	1.024	1.850	.032	Significant
Within Group	157.707	.553			

It is inferred from the above table that the calculated value is greater than the table value at 5% level of significance. Therefore the null hypothesis is rejected. Hence there is significant difference among Government, Aided and Matriculation School students in their self confidence.

Hypothesis 4

There is no significant difference among Government, Aided and Matriculation School Students in their perceived parental influence.

Table 4
Difference among the Government, Aided and Matriculation School Students in their Perceived Parental Influence

Source of Variation	Sum of Squares	Mean Square	F Value	P Value	Remark
Between Group	13.309	1.109	2.005	.024	Significant
Within Group	158.728	.553			

It is inferred from the above table that the calculated value is greater than the table value at 5% level of significance. Therefore the null hypothesis is rejected. There is significant difference among Government, Aided and Matriculation School students in their perceived parental influence.

Findings from Hypotheses

1. There is no significance difference between male and female high school students in their self-confidence.
2. There is no significant difference between the Male and Female high school students in their perceived parental influence
3. There is significant difference among Government, Aided and Matriculation School students in their self confidence.
4. There is significant difference among Government, Aided and Matriculation School Students in their perceived parental influence.
5. There is no significant relationship between self confidence and perceived parental influence of high school students

Conclusion

Self confidence and Perceived parental influence is an important characteristics should be maintained by the high school students and through out of the society. If a person has self confidence and perceived parental influence there will be a smooth relationship with others. An impressive self confidence is often taken to be synonymous with a good appearance, pleasing manners and a good character. The negative self confidence traits impede the person from getting advantage of their development. The result of the present investigation implies that the high school students has good self confidence and perceived parental influence. They mingle well with their fellow students. Their harmony was very good when they move along with their friends. The teachers to guide them well to share their feelings the compared in their age wise the self confidence and perceived parental influence was found to be improved when they get natured.

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OCCUPATIONAL STRESS OF ELEMENTARY SCHOOL TEACHERS IN THE INCLUSIVE EDUCATION

A.Jesheetha

Abstract

This study examined the Occupational Stress of elementary school teachers in the inclusive education Three Hundred Elementary School Teachers from Kanyakumari District in Tamil Nadu were chosen as sample, by using Simple Random Sampling Technique and administered with an Occupational Stress Rating Scale. The statistical techniques employed were percentage, mean, SD, mean ± 1SD, t-test, F-test, and stepwise multiple regression analysis and the obtained results are analyzed accordingly. To overcome occupational stress, the researchers have suggested some measures which could prove beneficial to teachers in coping with stress are: new methods in teaching, encourage the student's innovative ideas, the school management conducts stress management programme, if necessary.

Introduction

The occupational stress among teachers is of great significance. One's abilities are reflected through the performance and that performance is directly related to the mental state and physique. The school is a place where future nation is shaped. A school under stress is an expensive organization to run, both in cost to teacher's well-being and in financial terms. A general tendency exists in the literature according to which females experience.

The purpose of the study was to find out the effects or impacts of stress on elementary school teachers. The researcher believes that this study was very important and would go a long way to notifying all organizations, most especially those in the elementary school on the need to ensure the effective management of stress for the elementary school teachers. The study will also add to existing store of knowledge. Thus, the findings will add to studies that have been done, so that people can also appreciate the problem. Thus the investigator has selected the problem entitled as, "Occupational Stress of elementary school teachers in the inclusive education".

Occupational stress

Occupational stress is one of the major health hazards of the modern workplace. It accounts for much of the physical illness, substance abuse, and family problems experienced by millions of blue and white-collar workers. Occupational stress and stressful working conditions have been linked to low productivity, absenteeism, and increased rates of accidents on and off the job. In this study also discusses how occupational stress functions the major role in the life of elementary school teachers.

Occupational stress can be defined as the harmful physical and emotional responses that occur when the requirements of the job do not match the capabilities resources or the worker. Occupational stress is also important because of its impact on society as a whole. It is unlikely that a person experiencing constant stress on the job will function effectively in his/her others roles such as husband, wife, parents, neighbours and community member. Occupational stress is clearly not the "*Cause of all societal ills"* but it does have an important and real impact on individuals, organizations and society.

Elementary School Teachers

Teachers are the most important pillars of education. After getting Elementary teacher training through teacher training institutions are called elementary teachers. The National policy of Education (1986) stressed that, "Teacher education is a continuous process and its pre-service and in-service components are in separable".

Teacher is the pivot of any educational system of the younger students. On him rests the failure or the success of the system. If the teachers are well educated and if they are intellectually alive and take keen interest in their job, then only success is ensured. But if on the other hand they train in education and if they cannot give their heart to their profession the system is destined to fail.

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Inclusive education

Inclusive education means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of the life of the school. Inclusive education is about how we develop and design our schools, classrooms, programs and activities so that all students learn and participate together.

Inclusive education implies flexibility in teaching styles to meet the needs of all learners, and educators are faced with the challenge of accommodating diversity in learning styles. Inclusion in education is an approach to educating students with special educational needs. Under the inclusion model, students with special needs spend most or all of their time with non-special needs students. Inclusion rejects the use of special schools or classrooms to separate students with disabilities from students without disabilities.

Students in an inclusive classroom are generally placed with their chronological age-mates, regardless of whether the students are working above or below the typical academic level for their age. Also, to encourage a sense of belonging, emphasis is placed on the value of friendships. Teachers often nurture a relationship between a student with special needs and a same-age student without a special educational need. Another common practice is the assignment of a buddy to accompany a student with special needs at all times. This is used to show students that a diverse group of people make up a community, that no one type of student is better than another, and to remove any barriers to a friendship that may occur if a student is viewed as "helpless." Such practices reduce the chance for elitism among students in later grades and encourage co-operation among groups.

Objectives

1. To find out whether there is any significant difference between occupational stresses of elementary school teachers in inclusive education with respect to their gender.
2. To find out whether there is any significant difference between occupational stresses of elementary school teachers in inclusive education with respect to their type of school.
3. To find out whether there is any significant difference between occupational stresses of elementary school teachers in inclusive education with regard to their experience.

Hypotheses

1. There is no significant difference between occupational stresses of elementary school teachers in inclusive education with respect to their gender.
2. There is no significant difference between occupational stresses of elementary school teachers in inclusive education with respect to their type of school.
3. There is no significant difference between occupational stresses of elementary school teachers in inclusive education with regard to their experience.

Review of Related Literature

Khatal (2009) studied the relationship between occupational stress and family adjustment of primary teachers. They were male and female teachers similar in their occupational stress and family adjustment; family adjustments of male and female teachers were positively affected by occupational stress. The results showed that the occupational stress and sex were not related to each other because male and female teachers, both were similar in their occupational stress and family adjustment. But male and female teachers possessing high occupational stress both were not well adjusted with their family while male and female teachers possessing low occupational stress were well adjusted with their family.

Chan, Chen and Chong (2010) investigated the occupational health problems among teachers of primary and secondary schools in Hong Kong. A self-administrated questionnaire was designed and sent by mail to the Introduction Management of Stress and Anger and Enhancement of Adjustment in School Teachers through Positive Therapy 41 teachers of primary and secondary schools in Hong Kong, together with a cover letter and a reply paid envelope. A total of 1,710 usable questionnaires were returned. The results indicated that comparing with one year and five years ago, 91.6% and 97.3% of the responding teachers reported an increase of perceived stress level, respectively. Heavy workload, time pressure, education reforms, external school review, pursuing further education and managing students' behaviour and learning were the most frequently reported sources of work stress. The four most frequently

reported stress management activities were sleeping, talking to neighbours and friends, self-relaxing and watching television, whereas the least frequently reported activity was doing more exercises or sports.

Subban and Sharma (2006) titled primary school teachers' perceptions of inclusive education, examined the perceptions of primary school teachers toward the inclusion of students with disabilities into general education classrooms in Victoria, Australia. The study specifically researched the relationship between particular demographic factors and teachers' attitudes toward and concerns about inclusive education. The Participants for the study were 122 teachers from primary schools from Victoria area in Australia. In this study the Attitude Towards Inclusive Education Scale or ATIES formulated by Pam Wilczenski in 1992 and the Concerns about Inclusive Education Scale or CIES framed by Sharma & Desai, in 2002 were used to determine attitudes and levels of concerns of the teachers about the inclusion of students with disabilities into inclusive or mainstream settings. The study found that the participant teachers who had training in special education were more positive in their attitudes to inclusion and also experienced lower levels of concern as regards implementing inclusive education.

Lambe and Bones (2006) conducted research study in U.K. titled Student teachers' attitudes to inclusion: implications for Initial Teacher Education in Northern Ireland. The study studied student teachers attitude towards inclusion before their first teaching experience. It investigated the anxieties among teachers about teaching in an inclusive educational classroom. This study used the survey method to collect the data. The method of Qualitative research was used to gather information from all general education and special education teachers. In this study the sample consisted was of 90 teachers from 7 schools. The results of this study showed that teachers' attitudes were strongly influenced by the nature and severity of disability condition presented to them as also by the length of teaching experience and training the teachers had.

Methods Adapted for the Present Study

Many different methods have been used by the researches to aid in the acquisition of data. Methods like experimental, historical, normative survey and case studies are use in research. In the present study the investigator has used the "Normative survey method".

Data Analysis

H_1*: There is no significant difference between occupational stress of elementary school teachers in inclusive education with respect to their gender*.

Table 4.1.1
Significance difference between Occupational Stress of Elementary School Teachers in Inclusive Education with Respect to their Gender

Variable	Gender	N	Mean	S.D	t- Value	P-Value	Remarks (5%) Level
Occupational stress	Male	79	82.68	7.684	0.145	0.704	S
	Female	221	82	7.289			

The table value of 'f' at 5% level of significance is 0.704

It is inferred from the above table that the calculated value is greater than the table value at 5% level of significance and hence there is significant difference between occupational stress of elementary school teachers in inclusive education with respect to gender. Hence the null hypothesis is rejected.

H_2: *There is no significant difference between occupational stress of elementary school teachers in inclusive education with respect to their type of school.*

Table 4.1.2
Significance difference between occupational stress of Elementary School Teachers in Inclusive Education with Respect to their Type of School

Variable	Type of school	Sum of Squares	Df	Mean Square	F-Value	P- Value	Remarks (5%level)
Occupational stress	Between Groups	138.424	2	69.212	1.270	0.282	NS
	Within Groups	16181.856	297	54.484			
		16320.280	299				
	Total						

The table value of 'f' at 5% level of significance is 0.282

It is inferred from the above table that the calculated value is less than the table value at 5% level of significance and hence there is no significant difference occupational stress of elementary school teachers in inclusive education with respect to their type of school. Hence the null hypothesis is accepted.

H_3: *There is no significant difference between occupational stresses of elementary school teachers in inclusive education with regard to their experience.*

Table 4.1.3
Significance difference between Occupational Stress of Elementary School Teachers in Inclusive Education with Regard to their Experience

Variable	Experience	Sum of Squares	Df	Mean Square	F-Value	P-Value	Remarks (5%level)
Occupational stress	Between Groups	76.135	2	38.067	0.696	0.499	NS
	Within Groups	16244.145	297	54.694			
	Total	16320.280	299				

The table value of 'f' at 5% level of significance is 0.499

It is inferred from the above table that the calculated value is less than the table value at 5% level of significance and hence there is no significant difference occupational stress of elementary school teachers in inclusive education with regard to their experience. Hence the null hypothesis is accepted.

Conclusion

Occupational stress is one of the major and important health hazards of every field. This study mainly aims to describe the occupational stress of elementary school teachers in inclusive education. It clearly described how occupational stress create effects and impacts of elementary school teachers in inclusive education.

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CORRELATION BETWEEN EMOTIONAL MATURITY AND ACHIVEMENT IN SCIENCE OF IX STUDENTS

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Abstract

The present study finds correlation between the Emotional Maturity and Academic Achievement in science of ix std students in Rajapalayam Taluk. The survey research technique was used to collect data . In the present study a sample of 300 students in IX std were taken by using simple random sampling. Emotional Maturity scale developed by Yasvir singh and Magesh bharagava (1990) was used for data collection. The finding was no significant correlation between the emotional maturity and Achievement in Science of IX std students.

Introduction

Education is a process of human enlightenment and empowerment for the achievement of a better and higher quality of life. In general sense, it is a process through which the inborn qualities or latent powers of the child are improved and unfurled. The process of education facilitates the physical, mental, social, emotional and spiritual development of the individual. Education makes a man complete who is equipped with the power of understanding, observation and objectivity. It makes man a good thinker, a good worker and a good companion. Education develops the individual like a flower which distributes the fragrance all over the environment. Education is that conductive process which drags a person from darkness, poverty and misery by

Developing, his individuality in all its aspects physical, mental, emotional and social. With this type of all-round development, the individual becomes a responsible, dynamic, resourceful and enterprising citizen of strong, good moral character who uses all his capabilities to develop his own self, his society and his nation to the highest extent by contributing his best to honour, glory, national culture and civilization of the nation of which he is an integral part.

There are so many factors which can influence the process of adjustment level of aspiration, socio economic status, family environment, school environment, anxiety frustration and above all his emotional maturity, Kaplan and Baron (1986) elaborated the characteristics of an emotionally mature person say that he has the capacity to withstand delay in satisfaction of needs, He has belief in long term planning and is capable of delaying or revising his expectations in terms of demands of situation. An emotionally mature child has the capacity to make effective adjustment with himself, members of his family, and his peers in the school, society and culture.

But maturity means not merely the capacity for such attitude and functioning but also the ability to enjoy them fully. Therefore, the emotionally mature child is not one who necessarily has resolved all conditions that aroused anxiety and hostility but it is continuously in process of seeing himself in clearer perspective, continual involved in a struggle to gain healthy integration of feeling, thinking and action. So, emotional maturity can be called as the process of impulse control through the agency of self or ego. The main objective of the present study is to see the correlation between the emotional maturity and the level of Achievement in Science of students studying in IX class.

Emotional Maturity

In the present circumstances, youth as well as children are facing difficulties and are giving rise to many psychosomatic problems such as anxiety, tensions, and frustrations and emotional upsets in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, compared with anatomy. It deals with the interplay of forces with intensities and quantities.

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Available tests are crude and measure chiefly the degree of dependence. As self-acceptance is an important aspect of maturity, it must be preceded by acceptance from others. Emotional Maturity is always relative. Emotional maturity, however, develops throughout life. It is also a form of maturity from which one can regress most quickly. The adolescent becomes emotionally more mature as the parents permit him to accept responsibilities and become independent and self-sufficient

- **Emotional Instability**

This is a broad factor representing syndrome of lack of capacity to dispose of problems, irritability, and needs constant help for one's day to day work, vulnerability, stubbornness and temper tantrums.

- **Emotional Regression**

Emotional regression is also a broad group of factors representing such syndromes as feeling of inferiority, restlessness, hostility, aggressiveness and self-centeredness.

- **Social Maladjustment**

Lack of social adoptability hatred, seclusive but boasting, liar and Shirker

- **Personality Disintegration**

All those symptoms, which represent disintegration of personality, like reaction, phobias formation, rationalization pessimism, immorality etc.

- **Lack of Independence**

Person shows parasitic dependence on others is egotist and lacks objective interest, people think of him an unreliable person.

Achievement in Science

Achievement means performance. The Dictionary meaning of the word achievement is "to perform successfully". Achievement in Science refers to the educational performance of students studying in schools. How far they are successful in acquiring knowledge, understanding and skills in different subjects presented to them for study through the curriculum is to be reflected as an index of their Achievement in Science. Achievement in Science implies the accomplishment of the performance carried out successfully by students in their academic life. It is a multidimensional activity and a central concept in the area of educational psychology. Thus, it can be concluded that the Achievement in Science is said to be level of proficiency attained in academic work or formally acquired knowledge in school subjects. This is often represented by marks/grades in examinations. In view of this, the factors affecting it play an important role in determining an individual's position and status in the reference group

Good (1981) in the Dictionary of Education refers to Achievement in Science as the knowledge attained or skills developed in the school subjects, usually designated by test scores or marks assigned by the teacher.

According to **Kohli (1975),** Achievement in Science is the level of proficiency attained in academic work or as formally acquired knowledge in the school subjects which is often represented by percentage of marks obtained by students in examination.

Significance of the Study

Horne writes, "Education is the superior adjustment of physically and mentally developed conscious human being to his intellectual and emotional environment (Rai1992)We need efficient and well adjusted person for the development of nation in various fields the efficiency always goes with emotional maturity that leads to self – acceptance and then achievement. Emotional maturity of an individual in an important determiner of his or her behavior the consistency of an individual in any endeavor is bound to the emotional maturity he attained this will further lead him to accept him to accept him or her as he is or she is In this preset, study the investigator wants to find out the level of emotional maturity and Achievement in Science in IX std students. The investigator humbly hopes that this present study will through some light to the problem areas of emotional maturity and Achievement in Science in IX std students where they find difficulties to cope with themselves and their environments.

Objectives of the Study

To find out whether there is any significance difference in emotional of IX standard students in terms of gender, residence, school location and medium of instruction

- To find out whether there is any significant correlation between of emotional maturity and achievement in science of IX std students.

Hypothesis

- There is no significance relationship between Emotional maturity and achievement in science of IX std students.
- There is no significant difference in Emotional maturity of IX std students with respect to
- Gender, Residence, School Location, Medium of instruction

Methodology in Brief

The stratified random sampling technique is used to collect 300 samples from 10 schools from Rajapalayam Taluk. The investigator has used survey method as a technique for the study. To asses For Emotional maturity the tool developed by Yasvir singh and Magesh Bharagava (1990) was used for collect the data. The dimensions are Emotional instability, Emotional regression, social maladjustment, personality disintegration, lack of independence.

Findings of the Study

Null Hypothesis1:

There is no significant difference in the Emotional maturity and Achievement in Science of IX STD students with respect to gender

Table 1
Mean and SD Scores of Emotional Maturity and
Achievement in Science of IX std Students with Respect to Gender

Dimension	Gender				Calculated 't' Value	Remark at 5% Level
	Male (N=131)		Female (N=169)			
	Mean	S.D	Mean	S.D		
Emotional instability	31.4962	9.967	30.846	8.902	0.595	**NS**
Emotion regression	27.809	8.747	26.81	7.449	1.060	**NS**
Social maladjustment	24.480	7.346	23.656	7.84	0.927	**NS**
Personality disintegration	29.778	9.434	29.076	9.328	0.642	**NS**
Lack of Independence	23.595	7.593	22.727	8.550	0.915	**NS**
Emotion maturity in total	1.371	39.528	1.331	36.572	0.915	**NS**
Achievement in Science	59.900	14.207	65.313	15.657	3..91	**S**

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

From the above table it is inferred that the calculated 't' values for Emotional maturity –emotional instability, Emotion regression, Social maladjustment, Personality disintegration, Lack of Independence, Emotion maturity in –total are greater than the table value so the null hypothesis is rejected. Hence there is significant difference in Emotional maturity – Emotional instability, Emotion regression, Social maladjustment, Personality disintegration, lack of Independence, Emotion maturity in –total with respect to gender.

The calculated 't' values for Emotional maturity- ,Achievement in Science are less than the table value. so the null hypothesis is accepted. Hence there is no significant difference in Emotional maturity-, Achievement in Science with respect to gender.

Null Hypothesis 2

There is no significant difference in the Emotional maturity and Achievement in Science of IX STD students with respect to Residence

Table 2
Mean and SD Scores of Emotional Mautrity and
Achievement in Science of IX std Students with Respect to Residence

Dimension	Residence				Calculated 't' Value	Remark at 5% Level
	Urban (N=249)		Rural (N=51)			
	Mean	S.D	Mean	S.D		
Emotional instability	31.90	9.86	27.33	4.93	3.225	**S**
Emotion regression	28.07	8.18	23.21	5.91	4.031	**S**
Social maladjustment	24.63	7.99	21.01	4.52	3.123	**S**
Personality disintegration	29.88	9.65	26.94	7.55	2.051	**S**
Lack of Independence	23.39	8.39	21.68	6.68	1.369	**NS**
Emotion maturity in total	1.37	39.34	1.20	25.24	3.083	**S**
Achievement in Science	63.17	15.14	61.86	15.87	0.558	**NS**

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

From the above table it is inferred that the calculated 't' values for Emotional maturity –emotional instability, Emotion regression, Social maladjustment, Personality disintegration emotion maturity in –total are greater than the table value. So the null hypothesis is rejected. Hence there is significant difference in Emotional maturity – Emotional instability, Emotion regression, Social maladjustment, Personality disintegration, maturity in –total with respect to residence

The calculated 't' values for Emotional maturity- Lack of Independence, Achievement in Science are less than the table value. So the null hypothesis is accepted. Hence there is no significant difference in Emotional maturity- Lack of Independence, Achievement in Science with respect to residence

Null Hypothesis 3

There is no significant difference in the Emotional maturity and Achievement in Science of IX STD students with respect to School Location

Table 3
Mean and SD Scores of Emotional Matutrity and
Achievement in Science of IX std Students with Respect to School Location

Dimension	School Location				calculated 't' Value	Remark at 5% Level
	Urban (N=291)		Rural (N=9)			
	Mean	S.D	Mean	S.D		
Emotional instability	31.28	9.43	26.00	5.26	1.672	**NS**
Emotion regression	27.43	8.07	21.22	3.45	2.299	**S**
Social maladjustment	24.21	7.60	17.44	5.50	2.649	**S**
Personality disintegration	29.63	9.28	21.33	9.47	2.639	**S**
Lack of Independence	23.31	8.09	16.22	7.102	2.599	**S**
Emotion maturity in total	1.35	37.75	1.022	26.81	2.653	**S**
Achievement in Science	63.144	15.39	56.66	7.68	1.256	**NS**

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

From the above table it is inferred that the calculated 't' values for Emotional maturity-emotional instability ,Achievement in Science are greater than the table value. So the null hypothesis is rejected. Hence there is significant difference in Emotional maturity-emotional instability, Achievement in Science with respect to School Location

The calculated 't' values for Emotional maturity –emotional instability ,Emotion regression, Social maladjustment, Personality disintegration, Lack of Independence, Emotion maturity in –total are less than the table value. So the null hypothesis is accepted. Hence there is no significant difference in Emotional

maturity-, Emotional maturity –Emotion regression, Social maladjustment, Personality disintegration, Lack of Independence, Emotion maturity in –total with respect to school location

Null Hypothesis 4

There is no significant difference in the Emotional maturity and Academic Achievement of IX STD students with respect to Medium of Instruction

Table 4
Mean and SD Scores of Emotional Mautrity and Academic Achievement of IX Std Students with Respect to Medium of Instruction

Dimension	Medium of Instruction			Calculated 't' Value		Remark at 5% Level
	Tamil Ma Dium (N=181)		English Medium (N=119)			
	Mean	S.D	Mean	S.D		
Emotional instability	28.51	10.16	35.10	6.21	6.327	**S**
Emotion regression	24.61	8.20	31.26	5.85	7.646	**S**
Social maladjustment	22.47	7.78	26.36	6.78	4.448	**S**
Personality disintegration	27.50	9.28	32.24	8.82	4.411	**S**
Lack of Independence	21.02	7.73	26.21	7.79	5.635	**S**
Emotion maturity in total	1.241	40.27	1.511	26.78	6.438	**S**
Academic achievement in science	59.55	14.85	68.11	14.43	4.940	**S**

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

From the above table it is inferred that the calculated 't' values for Emotional maturity –emotional instability ,Emotion regression, Social maladjustment, Personality disintegration, Lack of Independence, Emotion maturity in –total Academic achievement are lesser than the table value. So the null hypothesis is Accepted. Hence there is significant difference in Emotional maturity – Emotional instability, Emotion regression, Social maladjustment, Personality disintegration, Lack of Independence, Emotion maturity in –total, Academic achievement with respect to Medium of Instruction.

Null Hypothesis 5

To find out the correlation between the Emotional Maturity and Achievement in Science of IX Std Students

Table 5
Correlation between the Emotional Maturity and Achievement in Science of IX std Students

Variable1	Variable 2 Dimensions	Count	Calculated 'r' value	Table value	Remark
Achievement in Science	Emotional instability	300	0.065	0.088	**NS**
	Emotional regression	300	0.042	0.088	**NS**
	Social maladjustment	300	0.008	0.088	**NS**
	Personality disintegration	300	0.020	0.088	**NS**
	Lack of independence	300	0.028	0.088	**NS**
	Emotional maturity in total	300	0.007	0.088	**NS**

(At 5% significance the tabulated value of $'r$(0.088)

From the above table it is inferred that the calculated $'r'$values for Emotional maturity – emotional instability ,Emotion regression, Social maladjustment, Personality disintegration, Lack of Independence, Emotion maturity in –total Achievement in Science are greater than the table value so the null hypothesis is Accepted. Hence there is significance difference in Emotional maturity – Emotional instability, Emotion regression, Social maladjustment, Personality disintegration, Lack of Independence, Emotion maturity in –total, Achievement in Science with respect to total sample.

Conclusion

Now a days the society, the educational institutions, the school, the college, the family Are so complex that the students are facing problems in their daily life in relation to their Emotional maturity and anxiety, It is the responsibility of the researchers, teachers and parents that the problems should be identified very soon and immediate remedial measures should be provided to the students for the betterment of their lives A teacher plays important role in developing the personality of a child. He can influence them by his behavior, thoughts and actions and also enable them to solve their problems which lead to lesser anxiety and better health.

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A STUDY OF MORAL VALUES OF HIGH SCHOOL STUDENTS

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Abstract

The present investigation has been conducted to study the moral values of IX std students. A sample of 200 high school students in Srivilliputtur Taluk. The tool developed and validated by Panchavarnam (2006) was used to collect data. It has been inferred that there is on significant difference was found with respect to the background variables gender, residence, locality of school in moral values in higher secondary school students

Introduction

In modern society where individuals have a larger way of life and greater variety of choices than any time in the past, the formation of appropriate character has always become an important aspect as far as the purpose of education is concerned. School, in modern society cannot be concerned only with masterly of 3 R's among other things they are expected to bring about the development of the cultural, aesthetic and social value for the younger generation.

Schools seem to be considered as institutions of formal learning whose concern is to communicate a certain prescribed quantum of knowledge by keeping aside the issue of value. Value cultivated or possessed from childhood has greater impact on the development unfortunately these important aspects seem to receive little attention in the present system of education

Important role in the total program of national development and social change. Students are the future of India. The future of our country departed to them during their student life. The will come doctors, politicians, business, person, engineers, scientists, etc, and hold important positions. Moral lessons should be the destiny of the country is being made in the class rooms. The high school students play a properly implemented among students in and colleges. So the investigator wants to study the moral values of high school students.

Need for the Study

The present study brings out the influence of moral values on development of positive values its dimension among high school students.

Role of education does not stop with academic achievement, it plays a major role in moral development among students because children nearly spend more than half of their waken hours in school. Various external variables like environment, parents, peers play a significant role in moral values to find out significance difference with to background variables. In light of these lacunae the present study focuses its light on the impact of moral value.

Objective

To find out whether there is any significant difference of High school students in moral values with respect to gender, locality of school and type of school.

Hypothesis

There is no significant difference of high school students in moral values with respect to

- Gender
- Residence
- Locality of school

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Methodology

A simple random sampling technique was adapted to select the sample of 200 high school students in Srivilliputhur Taluk .The investigator has used survey method as technique for the study.

To assess moral values a standardized questionnaire developed by Panjavarnam (2006) has been used to gather data. The dimensions are honesty, responsibility, friendliness, moral courage and social desirability.

Data ANALYSIS

Null hypothesis 1

There is no significant difference in moral values and its dimension of high school students with respect to gender.

Table 1
Significant difference in the Moral Values of High School Students with Respect to Gender

Dimensions/variables	Gender				Calculated 't' value	Remarks at 5% level
	Male(n=157)		Female(n=43)			
	mean	S.D	mean	S.D		
Honesty	8.49	1.096	8.51	0.935	2.049	S
Responsibility	9.27	1.634	9.33	1.210	.554	Ns
Friendliness	9.68	6.693	8.88	1.679	.731	Ns
Social desirability	11.34	1.595	10.81	1.402	o.19	Ns
Moral courage	7.01	1.163	8.19	9.236	0.694	Ns
Moral values – in total	45.78	6.596	45.72	10.644	1.151	Ns

From the above table it is observed that there is a significant difference on moral values- honesty with respect to gender. Hence the null hypothesis is rejected.

For the moral values responsibility, friendliness, social desirability and moral courage& moral values –in total the calculated values are less than the table value. Hence the null hypothesis is accepted.

Null Hypothesis 2

There is no significant difference in the moral values and its dimension of high school students with respect to residence.

Table 2
Significant Difference in the Moral Values of High School Students with Respect to Residence

Dimensions/variables	residence				Calculated' value	Remarks at 5% level
	Urban (n=128)		Rural (n=72)			
	mean	S.D	mean	SD		
Honesty	8.61	1.179	8.29	.777	2.049	S
Responsibility	9.23	1.539	9.36	1.577	.554	NS
Friendliness	9.74	7.402	9.10	1.455	.731	NS
Social desirability	11.23	1.689	11.22	1.335	.019	NS
Moral courage	7.42	5.423	6.97	1.162	.694	NS
Moral values – in total	46.23	9.193	44.94	3.219	1.151	NS

From the above table it is observed that there is a significant difference on moral values- honesty with respect to of residence. Hence the null hypothesis is rejected.

For the moral values responsibility, friendliness, social desirability and moral courage& moral values –in total the calculated values are less than the table value. Hence the null hypothesis is accepted.

Null Hypothesis 3

There is no significant difference in the moral values of high school students with respect to locality of school

Table 3
Significant Difference in the Moral Values of High School Students with Respect to Locality of School

Dimensions/variables	locality of school				Calculated 't' value	Remarks at 5% level
	urban(n=160)		rural(n=40)			
	mean	S.D	mean	S.D		
Honesty	8.52	1.127	8.40	.744	.632	NS
Responsibility	9.26	1.555	9.38	1.547	.432	NS
Friendliness	9.60	6.660	9.15	1.331	.424	NS
Social desirability	11.24	1.628	11.15	1.312	.338	NS
Moral courage	7.34	4.885	6.92	1.023	.538	NS
Moral values – in total	45.96	8.346	45.00	3.359	.714	NS

For the moral values honesty, responsibility, friendliness, social desirability and moral courage & moral values –in total the calculated values are less than the table value. Hence the null hypothesis is accepted

Conclusion

Children are supremely important assets of the nation. They are what the whole process of education that had made them. Though there are several factors since childhood that influences them education School plays pivotal role role to develop moral values in them. Parents contribution is next dominated one especially during adolescence. Thus the present study has focused on development of moral value among students.

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MORAL JUDGEMENT AND FAMILY ENVIRONMENT OF HIGH SCHOOL STUDENTS

P.V.Prabha

Abstract

Value education means inculcating in the children a sense of humanism, a deep concern for the well – being of others and the nation. Value education we mean to develop the social, moral, aesthetic and spiritual sides of a person which are often undermined in formal education. Value education has the capacity to transform a diseased mind in to a very young, fresh, innocent, healthy, natural and attentive mind. Peaceful co-existence and harmonious living is the essence of civilized societies. It human beings are to grow healthy and strong, they too need to engage in harmonious transactions, especially with other human being. Each nation should have its cherished goal to make every citizen a good human being, as well as a useful member of the society. The modern day educational system just loads our minds with facts hindering the power of thought. Education is not in filling up of facts in a man's brain but should develop inner personality and mould one's character. We must have a strong man making and character making education.

Moral Judgment

Moral Judgment is the judgment of moral quality of voluntary habitual actions. Generally, a moral judgment is given on the voluntary and habitual actions of a rational being. The voluntary action of a rational person which involve deliberation, choice, and resolution, have the moral quality of rightness and wrongness. They are considered to be right or wrong with the reference to the moral standard, moral judgment is given. It the voluntary actions have conformity with the standard or the ideal, then the moral judgment will express it as the right action. It the action has conflict with the standard or norms, then the moral judgment will express it as wrong. So, moral judgment involves comparison of voluntary acts with the moral standard. Moral Judgment is active in nature. Because moral judgment is given upon voluntary and habitual acts of persons not upon their passive experiences.

Definition

The function of morality is to provide guidelines for determining how conflicts in human interests are to be settled and for optimizing mutual benefit of people living together in groups. Moral judgment is defined as the process by which a person decides what is morally right. That is, the structure a person relies on to assign rights and responsibilities to oneself and others is based on the way one interprets moral judgments.

Nature

Moral Judgment of values. It is distinct from the judgment of facts. A judgment of value is a judgment of "What ought to be". But a judgment of fact is a judgment of "What is". Judgment of fact is a descriptive judgment. While moral judgment is an appreciative or critical judgment. So, moral judgment is a mental act of pronouncing a particular action to be right or wrong.

Role of family Environment

The family is the most ancient and original human group, its organization may be different form society. The family is the first school and mother is equivalent to hundred teachers. The family environment provides the education and training for conduct and values of life while the school confines to provide knowledge and information to the students. It provide the individual guidance to a child for social qualities. The family is an informal education institution for developing social relations. It has certain responsibility. It is the prime responsibility of a family to fulfill the primary needs and requirement of a child and create a conductive environment or homely environment for developing social qualities and values among the children

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Need and Significance of the Study

Value crisis is a global phenomenon. It may stressed that the parents, the educationists, the administrators and above all the teachers must try their best to promote value oriented education. The Kothari Commission has rightly observed, "The expanding knowledge and the growing power which it places at the disposal of modern society must, therefore be combined with the strengthening and deepening of the sense of social responsibility and a keener appreciation of moral and spiritual values."

Review

Goel, (2014) conducted a study on "Value Patterns of Male and Female Secondary School Teachers".

The study conducted on 100 secondary school teachers chosen from different schools of Sonipat district of Haryana. The purpose was to find out the value pattern of male and female teachers because teachers play an important rule in the development of desirable values in students. For developing desirable values in students it is necessary to know the value pattern of teachers. Normative survey method was used and personal values questionnaire developed & validated by Dr.G.P.Sherry and Dr.R.P.Verma was administered for collecting data. The data was analyzed by mean, S.D & t value. The results indicate that female teachers, are more democratic in comparison to male teachers male secondary teachers are more social and healthy in comparison to female teachers. The investigator strongly advocates that analysis of value pattern is helpful for teachers in guiding the students in their value pattern. Taj and Prabhu (2013) conducted a study on "Moral Judgment of Secondary School Students in Relation to their Family Relationship."

The researcher had selected 600 students in government, aided and non-aided secondary school. The moral judgment scale developed by Prabhu K.H. and Dr. Haseen Taj and the family relationship scale by Mohite were used as tools. In order to visualize the nature of score of distribution of the data collected, numerical determinants like mean, So were worked out, Pearson's product moment correlation was applied to find out significant relationship of secondary school students and 't' test was applied to find out significance difference between different variables. The study revealed that there is a significant positive relationship between moral judgment and family relationship of secondary school students and the study found that there is a significant difference in the moral judgment of boys and girl of secondary school students; it further revealed that aided – unaided secondary school students had higher moral judgment as compared to government – aided school students.

Krishnan and Visvanathan (2012) conducted a study on "Value preferences of Teachers in relation to subject area and experiences".

The teacher value inventory by Singh and Ahluwalia was used to collect the data. This inventory has been administered to a random sample of 720 post graduate teachers of higher secondary schools of five districts in Tamil Nadu. The descriptive survey method has been employed in this study. The data has been subjected to mean, S.D. t-test, ANOVA and correlation. The findings suggested that (i) The post graduate teachers had given the first preference to social value and it was followed by theoretical, religious, economic values. (ii) The post graduate teachers of science subject were significantly higher on the values than those of the arts teachers.

Singh, (2011) conducted a study on "Moral Judgment of School Children Belonging to Different Socio-Economic Status and School Backgrounds."

The researcher has used stratified random sampling technique, to select the data from the population. Total 200 students were selected by employing this technique, from schools of Shahjahanpur city. Out of which 100 students were from Nagar Palika schools and 100 students from convent schools. This study, was survey type in nature, which involved VI (six) grade children of convent and Nagar Palika background schools of Shahjahanpur city. The tools used ware (a) Moral Judgment Test: A test entitled 'Moral Judgment Test' constructed and standardized by Meera Verma and Durganand Sinha, has been used to meet the purpose. (b) Socio Econimic Status: This test has been constructed by researcher himself. The findings suggested that (i) In case of convent background schools, students of Low S.E.S. group has shown better moral judgment than the students of high S.E.S. group. (ii) In case of Nagar Palika background schools, there exists no significant difference in the moral judgment of high and low S.E.S. group students.

Statement of the Problem

Moral Judgment is the judgment of moral quality of voluntary habitual actions. Generally, a moral judgment is given on the voluntary and habitual actions of a rational being. The voluntary action of a rational person which involve deliberation, choice, and resolution, have the moral quality of rightness and wrongness and The family environment "involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique. The environments can differ in many ways. The present study aims to examine Family Environment and Moral Judgment of High School Students and the influence of Family Environment and Moral Judgment of High School Students. Hence the problem is entitled as "Moral Judgment and Family Environment of the High School students".

Moral Judgment

The Moral Judgment is the judgment which deals with the moral value or quality of an action. It is a judgment of value and it evaluates the rightness or wrongness of our action. In the present study Moral Judgment refers to the evaluation made by High School Students regarding the rightness of a given action. It was analysed by Moral Judgment Scale.

Family Environment

The Family Environment involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each family environment is unique. The environments can differ in many ways. In the present study Family Environment refers the family circumstances Cohesion, Expressiveness, Conflict, Acceptance and Caring, Active – Recreational Orientation, Control of high school students in their family. It was assed by Family Environment Scale.

High School Students

By high school students the Investigator stands for the students doing XI in high schools in Kanyakumari district followed State board, Matriculation and CBSE syllables.

Objectives of the Study

1. To find out the level of Moral Judgment of High School Students with respect to the back ground variables.
2. To find out the level of Family Environment of High School Students with respect to the back ground variables.
3. To find out the significant difference if any, in the Moral Judgment of the High School Students with respect to the back ground variables.
4. To find out the significant difference if any, in the Family Environment of the High School Students with respect to back ground variables.
5. To find out the significant difference if any, in the Moral Judgment of the High School Students with respect to Family Environment.
6. To find out if there is any significant relation between Moral Judgment and Family Environment of the High School Students.

Hypotheses Formulated

HO_1: There is no significant difference in Moral Judgment of High School Students with respect to Gender.
HO_2: There is no significant difference in Moral Judgment of High School Students with respect to Type of management.

Survey method

Survey research is considered to be a branch of social scientific research, which immediately distinguishes survey research from the status survey. Survey is concerned with the present and attempts to determine the status of the phenomena under investigation. The procedures and methods of survey research have been developed mostly by psychologist, Sociologist anthropologists, economists, political scientists and statisticians. The word 'Survey' has been derived from the words 'sur' 'sor' and 'veeir' or 'veior' which means 'over' and 'see' (Sharma, 2008).

Tools Used in the Present Study

The instrument which the investigator used for collecting reliable and valid data adequate in quality and quantity are called tools. The tools used in the present study is self-made questionnaire entitled as Moral Judgment Scale and Family Environment Scale has been used for data collection.

Data collection procedure

The investigator selected a sample of 300 high school students from 9 different schools in person and got the permission for the headmaster of those schools for administering the tool to collect data. Then the investigator administered the tool to the required samples and got their responses by giving the necessary instructions. Thus the investigator could collect the necessary data to measure the Moral Judgment and Family Environment of High School students.

Population and sample

"The large group from which a sample is selected for any research project is known as population". The population of present study consists of High School students of Kanyakumari District.

"The selected part which is used to as certain the characteristics of a large group called sample". The investigator has used random sampling technique for selecting sample. The sample for the present study consists of 300 High School students of from eight schools of Kuzhithurai Educational district.

Statistical Techniques used

Statistical methods are extensively used in educational research. They provide an indispensable tool for collecting, organizing analyzing and interpreting data. The statistical techniques used for the present study is i) Arithmetic Mean, ii) Standard Deviation, iii) 't'-test, iv) F-test(ANOVA, v) Correlation Analysis.

Percentage Analysis of Moral Judgment with respect to Gender:

The result of percentage analysis of Moral Judgment of High School Students with respect to Gender is given in Table 1

Table 1
Percentage Analysis of Moral Judgment with respect to Gender

Dimensions	Gender	N	Low		Moderate		High	
			N	%	N	%	N	%
Consideration for others	Male	149	23	15.4	100	67.1	26	17.4
	Female	151	9	6	99	65.6	43	28.5
Truthfulness	Male	149	40	26.8	80	53.7	29	19.5
	Female	151	11	7.3	86	57	54	35.8
Integrity	Male	149	43	28.9	91	61.1	15	10.1
	Female	151	15	9.9	105	69.5	31	20.5
Helpfulness	Male	149	26	17.4	99	66.4	24	16.1
	Female	151	18	11.9	88	58.3	45	29.8
Non Violence	Male	149	52	34.9	97	65.1	0	0
	Female	151	25	16.6	126	83.4	0	0
Total	Male	149	48	32.2	78	52.3	23	15.4
	Female	151	17	11.3	72	47.7	62	41.4

From the Table 1, it is inferred that in terms of the Total Moral Judgment, 32.2% of Male High School students and 11.3% of Female Higher Secondary School Students are having low level of Moral Judgment and 52.3% of Male High School students and 47.7% of Female Higher Secondary School Students are having average level of Moral Judgment and 15.4% of Male High School Students and 41.4% of Female High School Students have high level of Moral Judgment. Hence most of the Male and Female High School Students are having moderate level of Moral Judgment.

Percentage Analysis of Moral Judgment with Respect to Type of Management

The result of percentage analysis of Moral Judgment of High School Students with respect to Type of management is given in Table 2

Table 2
Percentage Analysis of Moral Judgment with Respect to Type of Management

Dimensions	Types of Management	N	Low		Average		High	
			N	%	N	%	N	%
Consideration for others	Government	100	15	15	65	65	20	20
	Private	200	17	8.5	134	67	49	24.5
Truthfulness	Government	100	13	13	57	57	30	30
	Private	200	38	19	109	54.5	53	26.5
Integrity	Government	100	24	24	56	56	20	20
	Private	200	34	17	140	70	26	13
Helpfulness	Government	100	20	20	57	57	23	23
	Private	200	24	12	130	65	46	23
Non Violence	Government	100	24	24	76	76	0	0
	Private	200	53	26.5	147	73.5	0	0
Total	Government	100	26	26	47	47	27	27
	Private	200	39	19.5	103	51.5	58	29

From the Table 4.2, it is inferred that in terms of the Total Moral Judgment 26% of Government High School Students and 19.5% of Private Higher Secondary School Students are having low level of Moral Judgment and 47% of Government High School Students and 51.5% of Private Higher Secondary School Students are having average level of Moral Judgment and 27% of Government High School Students and 29% of Private High School Students have high level of Moral Judgment. Hence most of the Government and Private High School Students are having moderate level of Moral Judgment.

Conclusion

In all the dimensions and for Total Moral Judgment most of the Male and Female higher secondary school are having average level of Moral Judgment. In all the dimensions and for Total Moral Judgment most of the Government and Private higher secondary school are having average level of Moral Judgment. The present study conducted to find out Moral Judgment and Family Environment in High School Students. From the findings the following interpretation were made by the investigator. Moral reasoning schemes can be generated through class discussion with peers. Those who teach character / values, civics, prevention or recovery should pay attention to these findings. Explicit educational curricula and instruction concerning moral topics such as social behavior change may not be properly understood if the moral judgment capacities of the student are not accommodated.

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EDUCATIONAL ASPIRATION AND SCHOOL ADJUSTMENT OF HIGH SCHOOL STUDENTS

R.P.Rathi

Abstract

Several circumstances make rural students vulnerable to poor schooling outcomes and lower educational aspirations. First, the relationship between socioeconomic status and educational outcomes has been clearly documented in the educational and psychological literature. The influence of this relationship outweighs the influence of school location. Wherever they live or go to school, students who come from low-income circumstances have lower educational aspirations than do their more economically advantaged peers. Second, the poverty rate is higher in rural America than it is elsewhere. Further, rural families with two people working arc fall into poverty at a very high rate. The combination of rising tuition rates and falling family incomes may make attending college an unrealistic choice for many rural students.

Aspirations

Aspirations reflect individuals' ideas of their "possible selves," what they would like to become, what they might become, and what they do not wish to become Realizing aspirations requires the investment of time, energy, and resources both from the young person and from others The extent to which communities mobilize such support bears on the quality of life--both among students and among adults. A similar observation applies to realizing career or employment aspirations. In short, conditions in the community interact with the imaginations of students as they realize their aspirations.

Adjustment

Adjustment problem starts right from the birth of and continues till death, various situations arise at home. School, college, and workplace where we need to give up a little of our demands and accept what is present.

Adjustment is the process of arriving at a balanced state between the need of individual and their satisfaction. Home and school play pivotal role in the adjustment of an individual.

Statement of the Problem

Educational aspiration is the quality of voluntary habitual actions. Generally, a educational aspiration is given on the voluntary and habitual actions of a rational being. The voluntary action of a rational person which involve deliberation, choice, and resolution, have the moral quality of rightness and wrongness and The School Adjustment "involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each School Adjustment is unique. The environments can differ in many ways. The present study aims to examine School Adjustment and Educational Aspiration of High school students and the influence of School Adjustment and Educational Aspiration of High school students. Hence the problem is entitled as "Educational Aspiration and School Adjustment of the High school students".

Title of the Problem

The proposed study is entitled as, **"Educational Aspiration and School Adjustment of High School Students"**

Operational Definitions of the Key Terms

The key terms involved in the study are defined as follows.

Educational Aspiration

The Educational Aspiration is the judgment which deals with the moral value or quality of an action. It is a judgment of value and it evaluates the rightness or wrongness of our action. In the present study Educational Aspiration refers to the evaluation made by High school students regarding the rightness of a given action.

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School Adjustment

The School Adjustment involves the circumstances and social climate conditions within families. Since each family is made up of different individuals in a different setting, each School Adjustment is unique. The environments can differ in many ways. In the present study School Adjustment refers the family circumstances Cohesion, Expressiveness, Conflict, Acceptance and Caring, Active – Recreational Orientation, Control of high school students in their family.

High school Students

By high school students the Investigator stands for the students doing IX in higher secondary schools in Kanyakumari district followed State board, Matriculation and CBSE syllables.

Objectives of the Study

- To find out the level of Educational Aspiration of High school students with respect to the back ground variables.
- To find out the level of School Adjustment of High school students with respect to the back ground variables.

Hypotheses Formulated

HO_1: There is no significant difference in Educational Aspiration of High school students with respect to Gender.

HO_2: There is no significant difference in Educational Aspiration of High school students with respect to Locality of School.

Review

Xu, Yonghong Jade (2016) Conducted a study on Aspirations and Application for Graduate Education: Gender Differences in Low-Participation STEM Disciplines. Past research has established educational aspiration as an important factor leading to future planning and academic attainment, but there is a lack of scholarly attention to the role of educational aspiration in the pursuit of graduate education. Using a recent nationally representative sample of college graduates, this study examines educational aspiration of college graduates in STEM majors and focuses on gender-based differences in the pursuit of advanced degrees in order to better understand the factors underlying the underrepresentation of women in their low-participation disciplines. Multinomial logit analysis is conducted to identify the factors that contribute to educational aspirations, graduate school application, and gender-based differences therein. The major findings are that (1) educational aspiration is a strong and important mediator to college graduates' pursuit of continuing education; (2) female students are more sensitive to socio-psychological influences from significant others in developing educational aspirations; (3) given the aspiration for graduate education, women's applications to graduate school is influenced strongly by family and financial factors. Potential policy recommendations are discussed based on the findings of the study.

Jagešic, Sanja (2015) conducted a study on Student-Peer Ability Match and Declining Educational Aspirations in College. The match between a student's academic ability and the academic ability of the student's peers has been found to exert influence on student educational aspirations. Research on this has garnered mixed results with some finding that students whose peers have higher ability are more likely to develop a poor self-concept and lower their academic aspirations and others finding the opposite, that more able peer increase motivation and aspirations overall. While the effects of peer and student ability match on the educational aspirations of elementary and secondary students have received attention in recent years, these effects have largely been neglected in postsecondary education. In this study, I use recent postsecondary student data to see how the difference between the student's SAT score and the mean institutional SAT affects the likelihood of the student experiencing a decrease in educational aspirations post college entry. Findings indicate that students whose scores are below the mean institutional SAT and who are attending less selective institutions are more likely to experience a decrease in future educational aspirations post college entry than students whose SAT scores are above the mean. However, students attending more selective institutions are protected from this effect, likely because of greater selection in admissions at more selective postsecondary institutions.

Methods Adapted for the Present Study

Many different methods have been used by the researches to aid in the acquisition of data. Methods like experimental, historical, normative survey and case studies are use in research. In the present study the investigator has used the "Normative survey method".

Variables of the Study

Variables are the conditions or characteristics that the experimenter manipulates, controls, or observes. Variable used by the investigator in this study is educational aspiration and school adjustment The investigator used the following tools for collecting data:

1. Personal data sheet
2. Educational Aspiration Scale
3. School Adjustment Scale

Population and sample

"The large group from which a sample is selected for any research project is known as population". The population of present study consists of high school students of Kanyakumari District.

Statistical Techniques used

Statistical methods are extensively used in educational research. They provide an indispensable tool for collecting, organizing analyzing and interpreting data. The statistical techniques used for the present study is i) Arithmetic Mean, ii) Standard Deviation, iii) 't'-test, iv) F-test(ANOVA, v) Correlation Analysis.

Findings

HO_1: There is no significant difference in Educational Aspiration of High School Students with Respect to Gender.

Table 1

Difference between Educational Aspiration of High school Students with regard to their Gender

Variable		Mean	S.D	t-test	Remarks at 5% level
Gender	Male	42.26	4.306	.080	NS
	Female	41.86	4.335		

NS – Not Significant

It is inferred from the above table that the calculated't' value is less than the table value at 5% level of significance and hence null hypothesis is accepted. There is no significant difference between Educational Aspiration of High school Students with respect to Gender. Hence null hypothesis is accepted.

HO_2: There is no significant difference in Educational Aspiration of High school Students with respect to Locality of School.

Table 2

Difference between Educational Aspiration of High school Students with regard to their Locality of School

Variable		Mean	S.D	t-test	Remarks at 5% level
Locality	Rural	42.17	4.377	1.146	NS
	Urban	42.00	3.249		

NS – Not Significant

It is inferred from the above table that the calculated't' value is less than the table value at 5% level of significance and hence null hypothesis is accepted. There is no significant difference between Educational Aspiration of High school Students with respect to Locality of School. Hence null hypothesis is accepted.

Conclusion

The findings reveal that the calculated 't' value is less than the table value at 5% level of significance and hence null hypothesis is accepted. There is no significant difference between Educational Aspiration of High school Students with respect to Gender. Hence null hypothesis is accepted. The findings reveal that the calculated't' value is less than the table value at 5% level of significance and hence null hypothesis is accepted. There is no significant difference between Educational Aspiration of High school Students with respect to Locality of School. Hence null hypothesis is accepted.

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A STUDY ON THE PROFESSIONAL COMMITMENT OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The quality of teaching depends a great deal on the level of teachers' involvement in relation to the professional commitment exerted, to the organization. 149 higher secondary teachers from Virudhunagar District were taken as sample. Professional commitment Scale was prepared and validated by investigator S.Sundaramoorthi and guide DR.A.R anandhakrishnaveni in 2017 has been used for collection of data. There is significant difference in Professional Commitment of higher secondary school teachers in terms of gender. No significant difference was found with respect to Martial Status and subject handling.

Introduction

Professional commitment is "the degree to which a person's work performance affects his self-esteem. For a person who is professionally committed, work is a vital part of life. This means that both the work itself and the co-workers are very meaningful to the employee, in additions to the importance she/he attaches to organization as a whole active participation in decision-making increases involvement and professional commitment, which result in a higher level of acceptance and satisfaction. Professional commitment has been linked to important outcomes such as improved work performance; reduce turnover intentions and greater satisfaction at both organizational and professional levels (Elias, 2004). Higher levels of professional commitment are associated with positive behaviours that are beneficial to the organization.

Individuals with high levels of professional commitment should be less likely to engage in activities that are detrimental to a firm (Greenfield et al, 2008). It is an indisputable fact that every employee expects a reward or recognition from his employer.

Every professional normally prefers a place where their performance is assessed and rewarded accordingly (Kannan & Pillai, 2008). Professional commitment increases by the work experience (Sheldon, 1990). Employees move to higher levels in their profession and receive increased rewards and status.

Need and Significance of the Study

For performing the duties, school employees and teachers requires an effect leadership but at same time they require a good and conducive environment in the school for their proper functioning. For the overall development of students, for bringing about desirable changes in behaviour of students and making school as a means of development of community and society, good and conducive environment plays an important role. Having said this, the investigator, bring a member of school management would like to assess the school environment and the professional commitment of the school teachers, and thus to explore ways and means improve and provide an enhancement environment for teachers to work, as the conducive environment is vital for the greater commitment of the school teachers. So, investigator has chosen this topic for the study.

Statement of the Problem

The statement of the present study is "**A Study on the Profession Commitment of Higher Secondary School Students".**

Professional Commitment

Professional commitment is the spirit of a teacher with which he/she is bound to his profession characterized by consistency, professional loyalty, professional competencies and conformity to professional standards and ethics.

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Higher Secondary School Teachers

This refers to the teachers working in Higher Secondary Schools and handling classes of XI and XII standards (or) Teachers who are handling higher secondary classes are called higher secondary teachers. They should have a master's degree in their relevant subjects with B.Ed.

Objective of the Study

To find out whether there is any significant difference in professional commitment of higher secondary teachers with gender, marital status, subject handling

Null Hypotheses

- There is no significant difference between male and female higher secondary school teachers in their professional commitment
- There is no significant difference between unmarried and married higher secondary school teachers in their professional commitment
- There is no significant difference among language, science, arts and vocational of higher secondary school teachers in their professional commitment.

Methodology

The Investigator has used survey technique to collect data 149 higher secondary school teachers from Virudhunagar District have been taken as sample. Professional commitment Scale was prepared and validated by investigator S.Sundaramoorthi and guide DR.A.R anandhakrishnaveni in 2017 has been used for collection of data.

Data Analyses

Hypotheses Testing

Null Hypothesis -1

There is no significant difference between male and female higher secondary school teachers in their professional commitment.

Table 1
Significant Difference between Male and
Female Higher Secondary School Teachers in their Professional Commitment

Gender	Number	Mean	S .D	Calculated 't' value	Table Value	Remarks
Male	69	1.31572	13.71075	2.369	1.96	**S**
Female	80	1.25752	15.92029			

It is inferred from above table that the calculated't' value (1.972) is greater than the table value (1.96) for df (147) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary school teachers in their professional commitment.

Null Hypothesis – 2

There is no significant difference between unmarried and married higher secondary school teachers in their professional commitment.

Table 2
Significant difference between Unmarried and
Married Higher Secondary School Teachers in their Professional Commitment

Marital status	Number	Mean	S .D	Calculated 't' value	Table Value	Remarks
Unmarried	17	1.26822	17.91729	0.466	1.96	**NS**
Married	132	1.28652	14.84576			

It is inferred from above table that the calculated 't' value (0.466) is less than the table value (1.96) for df (147) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between unmarried and married higher secondary school teachers in their professional commitment.

Null Hypothesis - 3

There is no significant difference among language, science, arts and vocational of higher secondary school teachers in their professional commitment

Table 3

One Way Anova Showing Significant difference among Language, Science, Arts and Vocational of Higher Secondary School Teachers in their Professional Commitment

Variables	Sources of variation	Sum of squares	df	Mean square	Calculated 'f' value	Remarks
Between groups		409.297	3	136.432	0.588	**NS**
Within groups		33649.468	145	232.065		
Total		34058.765	148			

It is inferred from the above table that calculated 'f' value (0.588) is less than the table value (3.00) for df (3, 145) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference among language, science, arts and vocational of higher secondary school teachers in their professional commitment.

Findings

- There is significant difference between male and female higher secondary school teachers in their professional commitment.
- There is no significant difference between unmarried and married higher secondary school teachers in their professional commitment
- There is no significant difference among language, science, arts and vocational of higher secondary school teachers in their professional commitment

Conclusion

Professional commitment is "the degree to which a person's work performance affects his self-esteem. For a person who is professionally committed, work is a vital part of life. This means that both the work itself and the co-workers are very meaningful to the employee, in additions to the importance she/he attaches to organization as a whole active participation in decision-making increases involvement and professional commitment, which result in a higher level of acceptance and satisfaction.

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LEARNING STRATEGIES FOR INNOVATIVE PEDAGOGY

R.Sunitha

Abstract

The aim of innovation pedagogy is to generate environments in which know-how inspired competitive advantage can be created by combining different kinds of know-how. When utilized, this edge provides opportunities for the whole society, as innovation skills sharpened by innovation pedagogy are the key in introducing new competitive advantages via know-how. In a multidisciplinary environment, it is possible to evoke regional innovations and increase entrepreneurship through research and development. A fruitful environment for innovation consists of individuals with different backgrounds working together on similar problems. These innovation communities can be tight teams meeting every day or network-like looser communities. The success of the communities is based on know-how and sharing knowledge as well as on the ability to combine different points of view and approaches. Innovations are more frequently generated where different fields of expertise meet.

Introduction

Innovation pedagogy is "a learning approach focused on the development of innovation competences, defining how knowledge is assimilated, produced and used in a manner that can create innovations". Innovation competences are learning outcomes that refer to knowledge, skills and attitudes needed for the innovation activities to be successful. The humanistic way of understanding people as the creators of their own future forms the philosophical foundations of innovation pedagogy. The concept also can be described as follows: innovation pedagogy as "a didactic operational model based on the socio-cultural perception of learning that supports the work of universities of applied sciences as a part of regional competence and innovation networks.

Innovative Pedagogy as a science and practice has a responsibility to prepare citizens of the knowledge society who are able to be creative, face changes, manage and analyze information and work with knowledge. Worldwide schools and teachers are in various states of reform to adapt their instructional practices and educational systems to be more effective.

Modern Learning Strategies

The modern learning strategies for innovative pedagogy are as follows.

1. **Crossover Learning:** Learning in informal settings, such as museums and after-school clubs, can link educational content with issues that matter to learners in their lives. These connections work in both directions. Learning in schools and colleges can be enriched by experiences from everyday life; informal learning can be deepened by adding questions and knowledge from the classroom. These connected experiences spark further interest and motivation to learn.

   An effective method is for a teacher to propose and discuss a question in the classroom, then for learners to explore that question on a museum visit or field trip, collecting photos or notes as evidence, then share their findings back in the class to produce individual or group answers. These crossover learning experiences exploit the strengths of both environments and provide learners with authentic and engaging opportunities for learning. Since learning occurs over a lifetime, drawing on experiences across multiple settings, the wider opportunity is to support learners in recording, linking, recalling and sharing their diverse learning events.
2. **Learning through Argumentation:** Students can advance their understanding of science and mathematics by arguing in ways similar to professional scientists and mathematicians. Argumentation helps students attend to contrasting ideas, which can deepen their learning. It makes technical reasoning public, for all to learn. It also allows students to refine ideas with others, so they learn how scientists work together to establish or refute claims.

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Teachers can spark meaningful discussion in classrooms by encouraging students to ask open-ended questions, re-state remarks in more scientific language, and develop and use models to construct explanations. When students argue in scientific ways, they learn how to take turns, listen actively, and respond constructively to others. Professional development can help teachers to learn these strategies and overcome challenges, such as how to share their intellectual expertise with students appropriately.

3. **Incidental Learning:** Incidental learning is unplanned or unintentional learning. It may occur while carrying out an activity that is seemingly unrelated to what is learned. For many people, mobile devices have been integrated into their daily lives, providing many opportunities for technology-supported incidental learning. Unlike formal education, incidental learning is not led by a teacher, nor does it follow a structured curriculum, or result in formal certification. However, it may trigger self-reflection and this could be used to encourage learners to re-conceive what could otherwise be isolated learning fragments as part of more coherent and longer term learning journeys.
4. **Context-Based Learning:** Context enables us to learn from experience. By interpreting new information in the context of where and when it occurs and relating it to what we already know, we come to understand its relevance and meaning. In a classroom or lecture theater, the context is typically confined to a fixed space and limited time. Beyond the classroom, learning can come from an enriched context such as visiting a heritage site or museum, or being immersed in a good book. We have opportunities to create context, by interacting with our surroundings, holding conversations, making notes and modifying nearby objects. We can also come to understand context by exploring the world around us, supported by guides and measuring instruments. It follows that to design effective sites for learning, at schools, museums and websites, requires a deep understanding of how context shapes and is shaped by the process of learning.
5. **Computational Thinking:** Computational thinking is a powerful approach to thinking and problem solving. It involves breaking large problems down into smaller ones (decomposition), recognizing how these relate to problems that have been solved in the past (pattern recognition), setting aside unimportant details (abstraction), identifying and developing the steps that will be necessary to reach a solution (algorithms) and refining these steps (debugging). Such computational thinking skills can be valuable in many aspects of life, ranging from writing a recipe to share a favorite dish with friends, through planning a holiday or expedition, to deploying a scientific team to tackle a difficult challenge like an outbreak of disease.

   The aim is to teach children to structure problems so they can be solved. Computational thinking can be taught as part of mathematics, science and art or in other settings. The aim is not just to encourage children to be computer coders, but also to master an art of thinking that will enable them to tackle complex challenges in all aspects of their lives.
6. **Learning By Doing Science** (with remote labs): Engaging with authentic scientific tools and practices such as controlling remote laboratory experiments or telescopes can build science inquiry skills, improve conceptual understanding and increase motivation. Remote access to specialized equipment, first developed for scientists and university students, is now expanding to trainee teachers and school students. A remote lab typically consists of apparatus or equipment, robotic arms to operate it, and cameras that provide views of the experiments as they unfold.

   Remote lab systems can reduce barriers to participation by providing user-friendly Web interfaces, curriculum materials and professional development for teachers. With appropriate support, access to remote labs can deepen understanding for teachers and students by offering hands-on investigations and opportunities for direct observation that complement textbook learning. Access to remote labs can also bring such experiences into the school classroom. For example, students can use a high-quality, distant telescope to make observations of the night sky during daytime school science classes.
7. **Embodied Learning:** Embodied learning involves self-awareness of the body interacting with a real or simulated world to support the learning process. In embodied learning, the aim is that mind and body work together so that physical feedback and actions reinforce the learning process.

   Technology to aid this includes wearable sensors that gather personal physical and biological data, visual systems that track movement and mobile devices that respond to actions such as tilting and motion. This approach can be applied to the exploration of aspects of physical sciences such as

friction, acceleration and force, or to investigate simulated situations such as the structure of molecules.

8. **Adaptive Teaching:** All learners are different. However, most educational presentations and materials are the same for all. This creates a learning problem, by putting a burden on the learner to figure out how to engage with the content. It means that some learners will be bored, others will be lost and very few are likely to discover paths through the content that result in optimal learning. Adaptive teaching offers a solution to this problem. It uses data about a learner's previous and current learning to create a personalized path through educational content.

   Adaptive teaching systems recommend the best places to start new content and when to review old content. They also provide various tools for monitoring one's progress. They build on longstanding learning practices, such as textbook reading and add a layer of computer-guided support. Data such as time spent reading and self-assessment scores can form a basis for guiding each learner through educational materials. Adaptive teaching can either be applied to classroom activities or in online environments where learners control their own pace of study.
9. **Analytics of Emotions:** Automated methods of eye tracking and facial recognition can analyze how students learn, then respond differently to their emotional and cognitive states. Typical cognitive aspects of learning include whether students have answered a question and how they explain their knowledge. Non-cognitive aspects include whether a student is frustrated, confused or distracted.

   More generally, students have mindsets (such as seeing their brain as fixed or malleable), strategies (such as reflecting on learning, seeking help and planning how to learn), and qualities of engagement (such as tenacity) which deeply affect how they learn. For classroom teaching, a promising approach is to combine computer-based systems for cognitive tutoring with the expertise of human teachers in responding to students' emotions and dispositions, so that teaching can become more responsive to the whole learner.
10. **Stealth Assessment:** The automatic data collection that goes on in the background when students work with rich digital environments can be applied to unobtrusive, 'stealth', assessment of their learning processes. Stealth assessment borrows techniques from online role-playing games such as World of Warcraft, in which the system continually collects data about players' actions, making inferences about their goals and strategies in order to present appropriate new challenges. This idea of embedding assessment into a simulated learning environment is now being extended to schools, in topics such as science and history, as well as to adult education.

    The claim is that stealth assessment can test hard-to-measure aspects of learning such as perseverance, creativity and strategic thinking. It can also collect information about students' learning states and processes without asking them to stop and take an examination. In principle, stealth assessment techniques could provide teachers with continual data on how each learner is progressing.

    However, much research remains to be done, both to identify the measures of student learning process that predict learning outcomes for different learning systems and to understand the amount and format of student learning data that are useful to teachers. Concerns have been raised about collection of vast amounts of student learning data and the ethics of using computers to monitor a person's every action.

Conclusion

Innovation pedagogy emphasizes the meaning of teamwork and multidisciplinary groups, as well as internationalization as main sources of innovations and especially as core competencies which a today's innovator should have. Innovation pedagogy is put into practice via different activating learning methods such as hatchery methods that produce study specific and innovation competencies and simultaneously serve regional, national and international operators ensuring direct societal benefits.

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RELATIONSHIP BETWEEN THINKING STYLE AND ACHIEVEMENT IN COMPUTER SCIENCE OF XI STANDARD STUDENTS

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Abstract

The present study finds the relationship between the thinking style and achievement in computer science of XI standard students in Virudhunagar District. The survey research technique was used to collect data. In the present study a sample of 250 XI students were taken by using simple random sampling. Thinking style scale developed by ***Balamurugan (2014)*** *was used for data collection. Achievement in computer science was taken as class test marks. It is inferred that there is no significant relationship between thinking style and achievement in computer science of XI standard students*

Introduction

Based on the triad theory of intelligence, conceptually intelligent people are ones who invest on their strengths and modify their own weaknesses, and a major part of such an investment is dependent on a matching between individual abilities and thought style which is chosen by him/her preferably. A style is a way of thinking, to modify the style is not synonymous with ability but it is the way to use individual abilities. It is difficult to distinguish between styles and ability, the ability refers to the fact that how well a person can do something but the style means how the person likes to do job. Abilities prediction is measured through tests. Individual ability effects on educational and occupational performance of the human being. The fact that people prefer how to think can be as important as how to think well Thinking styles include different types: Legislative, Judicative, Executive, Introspective and Extratensive. Generally, people with different thinking styles would like to use their abilities in different ways and relative to their thinking type, they present different responses. De bono addresses importance of success.

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Thinking styles are the manner in which people organize or ponder their response and attitudes toward certain events or works. In other words thinking styles are the way by which people choose their responses It does not refer to their capacity It is an issue of whether people want to respond or how they respond to event. The main aim of education is to develop pleasant personality of learner. Ultimately it develops the pupil thinking style with expected achievement particularly today's life focus on computer based education which leads to fast teaching and learning capability personality improvement of learner knowing new techniques and superior quality in teaching and learning process.

Computer science in the real sense is science of present and future that helps in solving the problems of life need expectation it provides opportunities for the intellectual gymnastic of the man's inherent powers. Teaching of computer science essentially helps the students in acquiring essential computer knowledge, skills interests and attitudes. It is necessary for the helpful in the realization of the practical or utilitarian value and cultural value. Computer science education trains students to make and use measurements and includes the study and implementation of computer programming, algebra, statistics, geometry and calculus.

Thinking

Thinking is cognitive process the mind forming opinion or idea is called thinking. Thinking is natural for all and these are carried out in terms of ideas perception represents the present memory instates the past thinking reaches towards the future towards something that has to be brought out into existence.

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Thinking Style

Thinking style is a study of how and why homosapiens think and could be classified as interactive and reciprocal mental self-government psychology. Its major objective is to show how different thinking styles affects learning performance and how individual abilities to learn should be recognized and respected.

Thinking style helps to understand yourself and others. By developing the communication skills, you will be able to develop more effective working relationship thinking style is ideal for use in situation at work where strong relationship. Thinking style can also identify cultural cognitive preferences with in teams and organizations.

Significance of the Study

We have natural tendency towards one way of thinking. Two sides of brain work together in our everyday lives. The right side of the brain focuses on the visual and process of information in an intuitive and simultaneous was looking first at the whole picture then the details, education must make provisions for individual differences in learning style by proving alternative grouping arrangements, instructional material and time so on. An individual difference in learning styles may not be a simple matter of personal preference, but rather an individual difference in the hard wiring of the brain and thus, beyond individual control. Dominance goes into effect when thinking becomes more complex. Although each sides of brain have its own set of information processing and thinking. In this preset, study the investigator wants to find out the level of thinking style and achievement in XI std computer science students. The investigator hopes that this present study will through some light to the problem areas of thinking style and achievement in XI std students where they find difficulties to cope with themselves and their environments.

Objectives of the Study

- To find out whether there is any significance difference in thinking style and its dimension of XI Standard students in terms of gender, residence and school location.
- To find out the relationship between thinking style and achievement in computer science of XI standard students.

Hypothesis

- There is no significant correlation in thinking style and achievement in computer science of xi standard students.
- There is no significant difference in thinking style and achievement in computer science of xi standard students with respect to Gender, Residence and School Location.

Methodology

The stratified random sampling technique is used to collect 250 samples from 10 schools from Virudhuna gar District. The investigator has used survey method as a technique for the study. To assess thinking style a tool developed by Balamurugan **(2014**) was used for collect the data. The dimensions are Problem solving, working experience, learning environment.

Hypothesis Testing

Null Hypothesis 1

There is no significant difference in the thinking style and achievement in computer science of XI std students with respect to gender

Table - 1
Difference in the Thinking Style Its Dimensions and Achievement in Computer Science of XI Standard Studends with Respect to Gender

Dimensions	Gender				calculated 't' value	Remark at 5% level
	Male (N=99)		Female (N=151)			
	Mean	S.D	Mean	S.D		
Problem solving	**15.05**	3.603	14.07	2.974	2.319	**S**
Working experience	18.24	4.160	18.00	4.194	0.439	**NS**
Learning environment	16.19	3.324	16.19	3.324	1.759	**NS**
Thinking style in Total	1.4220	30.407	1.3908	30.105	2.018	**S**
Achievement in computer science	49.48	7.892	47.52	7.215	0.799	**NS**

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

From the above table it is inferred that the calculated 't' values for thinking style– problem solving, and in - total are greater than the table value so the null hypothesis is rejected.

It is also inferred that the calculated 't' values for thinking style– Working experience, Learning environment and achievement in Science are lesser than the table value so the null hypothesis is rejected

Null Hypothesis 2

There is no significant difference in the thinking style and achievement in computer science of XI standard students with respect to Residence.

Table – 2
Difference in the Thinking Style Its Dimensions and Achievement in Computer Science of XI Standard Students with Respect to Residence

Dimensions	Residence				calculated 't' value	Remark at 5% Level
	Urban (N=64)		Rural (N=186)			
	Mean	S.D	Mean	S.D		
Problem solving	15.37	3.76	14.15	3.02	2.617	**S**
Working experience	18.87	3.90	17.83	4.23	1.729	**NS**
Learning environment	15.89	3.42	15.68	3.26	0.422	**NS**
Thinking style in Total	1.38	32.19	1.40	29.54	2.279	**S**
Achievement in computer science	50.14	7.26	47.67	7.54	-.566	**NS**

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

From the above table it is inferred that the calculated 't' values for thinking style- problem solving and achievement in computer science are greater than the table value so the null hypothesis is rejected.

It is also inferred that the calculated 't' values for thinking style– Working experience, and Learning environment are less than the table value so the null hypothesis is rejected

Null Hypothesis

There is no significant difference in the thinking style and achievement in computer science of XI standard students with respect to School Location

Table - 3
Difference in the Thinking Style Its Dimensions and Achievement in Computer Science of XI Standard Students with Respect to School Location

Dimensions	School location				Calculated 't' Value	Remark at 5% Level
	Urban (N=44)		Rural (N=206)			
	Mean	S.D	Mean	S.D		
Problem solving	14.95	3.94	14.35	3.10	1.098	**NS**
Working experience	17.95	4.11	18.13	4.11	-.254	**NS**
Learning environment	15.15	2.36	15.15	2.36	-1.286	**NS**
Thinking style in Total	1.37	31.74	1.40	29.90	-.228	**NS**
Achievement in computer science	48.06	7.11	48.35	7.63	-.675	**NS**

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

From the above table it is inferred that the calculated 't' values for thinking style-problem solving, and working experience, learning environment ,thinking style in total achievement in computer science are less than the table value is the null hypothesis is rejected.

Conclusion

Ultimately, since thinking style is an important and necessary indicator to improve performance and individual success in educational and occupational areas, it seems reasonable that in schools and offices suitable activities with each person's thinking style be planned according to each his/her gender. This will result in the best performance with lower energyand timeand abundant enthusiasm. It is proposed that in next studies, compatibility effect between individuals' thinking style and type of designated activity in educational and occupational success be examined, because by such a way we will be able to find that how much thinking style would be an effective indicator in educational and occupational success**.**

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