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Teachers play important role in our life to become successful in career and business. A good teacher helps us to become good human being in the society and good citizen of the country. Teachers know that students are the future of any nation. So the future development of any nation is in the hands of teachers. What we become in life is depends on teachers. Teachers impart the data and information in the brain of students to analyze. Analyzing in the situation what is possible is the most important thing that we learn from teachers.

Only teachers can develop nations no one else, everything else will destructive creativity. Even technology development and advanced technologies are destructive for nature. Technologies are creating new natural resources it's because today's education especially content observation on the Internet is technical. Positive creativity and development that is nature-friendly only possible by teachers. Students look up to teachers for advice and guidance. Students not only interested in academic lessons but they are interested to follow their life lessons. That's why it's highly important for teachers to inspire students to follow good habits not bad by their own example. An education is important in everyone's life and plays various roles in different stages of life. It's important that people realize the importance of teachers and follow their lessons.

In this context governments and especially Indian government should invest more money and allocate more budgets on education and high-quality professional teachers and education infrastructure in schools.

AKCE QUEST is a journal concerned with teachers, teaching and teacher education. AKCE QUEST aims to enhance theory, research, practice in teaching and teacher education through the publication of primary research and review papers.

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CONTENTS

A STUDY ON THE SELF EFFICACY OF PROSPECTIVE TEACHERS

[1]Dr.G.Maheswari
[2]S. Ananthavalli

Abstract

Self efficacy is one of the critical determinants of self-regulation. It is also evident that human functioning is influenced by many factors. Knowledge and skill any individual possesses play a critical role in what they choose to do and not to do. Any individual's accomplishment is better predicted by their Self-Efficacy beliefs than their knowledge or skills. In this study the investigator has used simple random technique. By this technique 600 prospective teachers were selected. This sample consists of 211 male and 389 female prospective teachers. The sample data were collected from 6 colleges of education in Virudhunagar district. The investigator has used self efficacy scale for prospective teachers developed by Sekar (2015). The tool consists of 40 positive statements. Each of the items was rated on a five point scale. The investigator found out the level of self efficacy and its dimensions of prospective teachers with respect to year of study and family type is average. There is no significant difference between prospective teachers belongs to nuclear and joint family in all the three dimensions and total self efficacy.

Introduction

Teacher Education is a programme designed to equip, enable and empower prospective teachers into the teaching profession. It is the development of teaching proficiency and competence to the prospective teachers to meet the requirements and face the challenges in the classroom, school and society. Self efficacy is the extent to which one judges oneself able to do the tasks inherent in a given career or vocational pursuit. Three decades have now passed since Bandura (1977) first introduced the construct of self efficacy. The concept of self efficacy developed within the studies of human social cognition theories. Bandura's early research focused on the 'extra ordinary symbolizing capacity of human beings'. It is theorized that people draw on these symbolic capabilities to understand their environments by purposeful actions, cognitively solve problems, develop reflective thoughts and effectively communicate with others. When people symbolize their experiences, it gives structure, meaning and continuity to their lives. Another distinctive quality of social cognitive theory and an important point in this theory is the capacity for self directedness and forethought (that people plan a course of action and set challenges and goals that guide their future activities).

Significance of the Study

In the perspective of prospective teachers, identification and development of strong efficacy beliefs towards teaching is highly significant considering their future role in the teaching profession. Prospective teachers' own judgements about their capabilities on teaching may express an idea about the courses of action that they will possess when they enter the field since the beliefs are persistent to change. Students with a strong sense of efficacy are more likely to challenge themselves with difficult tasks and be intrinsically motivated. These students will put forth a high degree of effort in order to meet their commitments, and attribute failure to things which are in their control, rather than blaming external factors. Self-efficacious students also recover quickly from setbacks, and ultimately are likely to achieve their personal goals. Students with low self-efficacy, on the other hand, believe they cannot be successful and thus are less likely to make a concerted, extended effort and may consider challenging tasks as threats that are to be avoided. Thus, students with poor self-efficacy have low aspirations which may result in disappointing academic performances becoming part of a self-fulfilling feedback cycle. This study is needed to help teachers identify their abilities and guide them to seek consistency in behaviour by changing their attitude towards teaching profession.

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Methodology

In this study the investigator has used simple random technique. By this technique 600 prospective teachers were selected. This sample consists of 211 male and 389 female prospective teachers. The sample data were collected from 6 colleges of education in Virudhunagar district. The investigator used self efficacy scale for prospective teachers developed by Sekar (2015) (adopted). The tool consists of 40 positive statements. Each of the items was rated on a five point scale. Thus the maximum scoring possible in the questionnaire is 200 and the minimum scoring is 40. The options were: 1.Strongly disagree 2.Disagree 3. Neutral 4. Agree and 5.Strongly Agree, of the content.

Operational Definitions
a) Self - Efficacy

In this study self-Efficacy is refers to prospective teachers' beliefs about his /her ability to succeed in specific situation such as their teaching, learning and facing the examination.
b) Prospective Teachers

Students who are undergoing two years teacher training course in colleges of education they are all called as prospective teachers.

Objectives of the Study
1. To find out the level of self efficacy and its dimensions of prospective teachers with respect to year of study and family type.
2. To find out significant difference if any in the self efficacy and its dimensions of prospective teachers with respect to year of study and family type.

Descriptive Analysis
1. To find out the level of self efficacy of prospective teachers with respect to their year of study.

Table - 1
Level of Self Efficacy of Prospective Teachers with Respect to their year of Study

Dimensions	Year of study	Low		Average		High	
		N	%	N	%	N	%
Efficacy in learning	1st year	21	6.7	260	83.3	31	9.9
	2nd year	48	16.7	204	70.8	36	12.5
Efficacy in teaching	1st year	70	22.4	191	61.2	51	16.3
	2nd year	55	19.1	167	58.0	66	22.9
Efficacy in facing the examination	1st year	42	13.5	208	66.7	62	19.9
	2nd year	45	15.6	194	67.4	49	17.0
Total self efficacy	1st year	49	15.7	210	67.3	53	17.0
	2nd year	57	19.8	180	62.5	51	17.7

It is inferred from the above table large percentage of 1st year prospective teachers have average efficacy in learning, teaching and facing the examination and self efficacy –in total.

It is inferred from the above table large percentage of 2nd year prospective teachers have average efficacy in learning, teaching and facing the examination and self efficacy –in total.
2. To find out the level of self efficacy of prospective teachers with respect to their family type.

Table - 2
Level of Self Efficacy of Prospective Teachers With Respect to their Family Type-Dimensionwise

Dimensions	Type of family	Low		Average		High	
		N	%	N	%	N	%
Efficacy in learning	Nuclear	20	9.1	117	80.8	22	10.0
	Joint	49	12.9	287	75.3	45	11.8
Efficacy in teaching	Nuclear	44	20.1	129	58.9	46	21.0
	Joint	81	21.3	229	60.1	71	18.6
Efficacy in facing the examination	Nuclear	25	11.4	156	71.2	38	17.4
	Joint	62	16.3	246	64.6	73	19.2
Total self efficacy	Nuclear	32	14.6	144	65.8	43	19.6
	Joint	74	19.4	246	64.6	61	16.0

It is inferred from the above table large percentage of nuclear family type prospective teachers have average efficacy in learning, teaching and facing the examination and self efficacy –in total.

It is inferred from the above table large percentage of joint family type prospective teachers have average efficacy in learning, teaching and facing the examination and self efficacy –in total.

Differential Analysis
1. To find out significant difference if any in the self efficacy and its dimensions of prospective teachers with respect to year of study.

Table - 3
't' Values for Self Efficacy Scores With Respect to their Year of Study-Dimensionwise

Dimensions	Years of study	N	Mean	S.D	Calculated t value	Remarks of 5% level
Efficacy in learning	1st year	312	34.02	3.07	1.73	NS
	2nd year	288	33.56	3.52		
Efficacy in teaching	1st year	312	27.72	4.61	2.09	S
	2nd year	288	28.52	4.73		
Efficacy in facing the examination	1st year	312	50.77	6.20	1.40	NS
	2nd year	288	50.62	6.05		
Total self efficacy	1st year	312	11.25	9.95	0.45	NS
	2nd year	288	11.21	10.03		

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

The above table revealed that there is no significant difference between 1st year and 2nd year prospective teachers in the dimensions-Efficacy in learning, efficacy in facing the examination and total self efficacy.

In the dimension-Efficacy in teaching there is a significant difference between the 1st year and 2nd year prospective teachers.
2. To find out significant difference if any in the self efficacy and its dimensions of prospective teachers with respect to family type.

Table - 4
't' Values for Self Efficacy Scroes with Respect to their Family Type-Dimensionwise

Dimensions	Type of family	N	Mean	S.D	Calculated t - value	Remarks at 5% level
Efficacy in learning	Nuclear	219	33.92	3.32	0.68	NS
	Joint	381	33.73	3.28		
Efficacy in teaching	Nuclear	219	28.38	4.69	1.11	NS
	Joint	381	27.93	4.67		
Efficacy in facing the examination	Nuclear	219	50.72	6.32	0.90	NS
	Joint	381	50.25	6.02		
Total self efficacy	Nuclear	219	11.30	10.09	1.30	NS
	joint	381	11.19	9.91		

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

The above table revealed that there is no significant difference between prospective teachers belongs to nuclear and joint family in all the three dimensions and total self efficacy.

Findings of the Study
1. The level of self efficacy and its dimensions of prospective teachers with respect to year of study and family type is average.
2. There is no significant difference between 1st year and 2nd year prospective teachers in the dimensions-Efficacy in learning, efficacy in facing the examination and total self efficacy. In the dimension-Efficacy in teaching there is a significant difference between the 1st year and 2nd year prospective teachers.
3. There is no significant difference between prospective teachers belongs to nuclear and joint family in all the three dimensions and total self efficacy.

Conclusion
The status of teacher reflects the socio-cultural ethos of a society. If the teacher is satisfied with his job, it will enhance their job performance. In order to understand the present scenario of teacher education in India, need was felt to study the self efficacy of prospective teachers. Hence, the investigator made an attempt to examined the effect of type of family and year of study on the self efficacy of prospective teachers.

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SELF-ESTEEM OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR FAMILY ENVIRONMENT

¹ S.Annapackiyam
² Dr. V.Kasirajan

Abstract

The main objective of the study was to find out whether there is any significant relationship between self-esteem and family environment of higher secondary students. The sample consists of 285 higher secondary students randomly selected from 9 higher secondary schools in Sankarankovil Taluk, Tirunelveli district of Tamil Nadu. Self-esteem scale and family environment scale were used as tool to collect data. The research reveals that i) 15.1% of students have low, 68.4% of them have moderate and 16.5% of them have high level of self-esteem of higher secondary students. ii) 20.4% of the higher secondary student have low, 62.8% of them have moderate and 16.8% of them have high level of family environment of higher secondary students.iii) There is significant relationship between self-esteem and family environment of higher secondary students.

Keywords: *Self-esteem, Family Environment, higher secondary students*

Introduction

All round development of the children is the ultimate goal of education and therefore the learning experiences provided to them contribute towards the achievement of this end. Right from the birth, the child is influenced by all the factors surrounding him though Individual differences due to genetic influences are beyond the control of scientists and educationists. One of the most common beliefs is that the development of the child is considered only from the point of view that development depends on what goes on in a school. That is why perhaps most parents seek and want their children to be sent for better schooling, particularly to schools with the best available infrastructure and teachers. There is need to identify the determinants of educational growth from various aspects of life, which seem to guide an individual's performance in school. Identification of these determinants shall ensure maximum possible growth of abilities in the children and enable the educators to visualize the relevant factors. Self-esteem according to Good (1973) is "the judgment and attitude an individual holds towards self". According to Coppersmith (1967) "Self-esteem is a personal judgment of worthiness that is expressed in attitudes that individual holds towards himself. It is the subjective experience with which the individual conveys to others by verbal reports and by other overt expressive behaviour". Self-esteem can manifest either as underlying dispositional tendency (trait self-esteem) or a transient psychological condition. Self-esteem involves something akin to an attitude towards self. Self-esteem is associated with numerous self beliefs that pertain either to the self as a whole or its particular attributes. It is also associated with feelings about oneself, either globally to the self or locally to certain attributes. Self-esteem is considered to be an important predictor of leadership ability because initiatives and confidence are two most important factors that leadership requires. Family is a place where a child learns to deal with emotions and drives in a socially acceptable manner. The changes in the family structure and climate have made an impact on adolescents. It is through the family that the child develops self-esteem. In the present scenario family interaction and communication are less and conflict is high. The parents are in a hurry to improve their standard of living and they have no time to engage in child rearing activities. This in turn affects the adolescent's personality traits such as self-esteem.

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Significance of the Study

The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection, and over all well-being. Therefore, it would emerge that not only the social and physical well-being of the individual is taken care of by the family, but the psychological well-being as well. All families are not necessarily able to provide favourable and emotionally nourishing environment. A family environment in which empathy works, peer communication occurs spontaneously there is smoother and warmer relationship; free communication occurs when there is respect for the opinion of others. The intergeneration gaps can evaporate smoothly with this type of mutual understanding. Total authoritarian or permissive environment does not help. Adjustment as an inborn individual feature has a deep-rooted meaning which is multifaceted. It can encompass capabilities such as adaptation with criteria paradigms and social doctrines, Social acquisition skills, effective and constructive relationships with peer groups, tutors, neighbors, Family Environment and the most important is modifying relationship/ resulted in satisfaction. Undoubtedly, adjustment is of prominent importance in people's interaction. Many personality theorists, such as Freud, Adler, and Erickson, have suggested that personality, including self-esteem, is formed during the early years of childhood and adolescence. They advocated that self-esteem was formed based on interpersonal interactions and on our interpretations of those events. People tend to carry forward to the present these interpretations of them and reinforce or modify them based on new interpersonal contacts. If the youngsters and adolescents are not accepted as valuable members in the family, they are not treated with affection and respect, they don't reach a self- satisfaction, they will crystallize a negative imagination on their own and they will be deprived of a sense of security which is the cornerstone of success. Thus, the value of self-esteem entity as one of the inseparable dimensions in human personality which is considerable with respect to successes and failures is considered as either a positive (a facilitator) or a negative (preventive) factor. A child's self-esteem, self- confidence and relaxation and adjustment are due to a healthy environment which is materialized in a homogenous and coordinated decision-making in a family in contrast to suspicious, fault-finding stressful and maladjusted one. Adolescent will encounter challenges in self-identification, make optimum relationships with the others and establish healthy mental-behavioural growth. In the case of adolescents and youngsters, self-esteem is concerned with their cultural and social aspects of life. Therefore, a study with regard to the influence of family environment on self-esteem of higher secondary school students.

Objectives of the Study
1. To find out the level of self-esteem of higher secondary students
2. To find out the level of family environment of higher secondary students
3. To find out whether there is any significant relationship between self-esteem and family environment of higher secondary students

Null Hypothesis
1. The level of self-esteem of higher secondary students is average.
2. To find out the level of family environment of higher secondary students is average.
3. There is no significant relationship between self-esteem and family environment of higher secondary students.

Methodology

Survey method was adopted for the present study.

Sample

The population is a group of individuals who have one or more characteristics in common that are of interest to the researches. The population may be all the individuals of a particular type or a more restricted past of that group. The populations of the study will be consists of higher secondary students of Sankarankovil Taluk and particularly XI and XII standards students only.

Tools used for the Present Study
1. Self-esteem scale was prepared and validated by G.Pouthra and Dr. V.Kasirajan (2016).
2. Family environment scale was prepared and validated by investigator (S.Annapackiyam) and research Supervisor (Dr.V.Kasirajan guide) on 2018.

Statistical Techniques Used
    The descriptive statistics like, percentage analysis, mean, standard deviation, 't' test and correlation was employed in the present study.

Analysis
Null Hypothesis: 1
    The level of self-esteem of higher secondary students is average.

Table 0.1
Level of Self-Esteem of Higher Secondary Students

Low		Moderate		High	
Count	*%*	*Count*	*%*	*Count*	*%*
43	15.1	195	68.4	43	16.5

    It is inferred from the above table that 15.1% of students have low, 68.4% of them have moderate and 16.5% of them have high level of self-esteem of higher secondary students.

Null Hypothesis: 2
    The level of family environment of higher secondary students is average.

Table 0.2
Level of Family Environment of Higher Secondary Students

Low		Moderate		High	
Count	*%*	*Count*	*%*	*Count*	*%*
58	20.4	179	62.8	48	16.8

    It is inferred from the above table that 20.4% of the students have low, 62.8% of them have moderate and 16.8% of them have high level of family environment of higher secondary students.

Null Hypothesis: 3
    There is no significant relationship between self-esteem and family environment of higher secondary students.

Table 0.3
Relationship between Self–Esteem and Family Environment of Higher Secondary Students

Self-esteem		Family environment		$\sum XY$	Calculated 'r' value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$			
1115	74251	1287	1490712	694173	0.303	S

(At 5% level of significance the table value 'r' is 0.088)

    It is inferred from the above table that the calculated 'r' value (0.303) is greater than the table value (0.088) at 5% level of significance. Hence, the null hypothesis is rejected. It shows that there is significant relationship between self-esteem and family environment of higher secondary students.

Major Findings
1. 15.1% of students have low, 68.4% of them have moderate and 16.5% of them have high level of self-esteem of higher secondary students.
2. 20.4% of the students have low, 62.8% of them have moderate and 16.8% of them have high level of family environment of higher secondary students.
3. There is significant relationship between self-esteem and family environment of higher secondary students.

Interpretation

The 'r' test result show that there is no significant relationship between self-esteem and family environment of higher secondary students. This may be due to the fact that, family environment influenced the self esteem of higher secondary students because family interactions should work to develop their children's innate qualities and self- esteem. So there is relationship between self –esteem and family environment of higher secondary students.

Educational Implications

On the basis of the obtained results, it can be stated that the relationship between self esteem of higher secondary students in relation to their family environment is positive and significant. The family is basically a unit in which parents and children live together. Its key position rests on its multiple functions in relation to overall development of its members, their protection, and over all well-being. Therefore, it would emerge that not only the social and physical well-being of the individual is taken care of by the family, but the psychological well-being as well. All families are not necessarily able to provide favorable and emotionally nourishing environment. A family environment in which empathy works, peer communication occurs spontaneously there is smoother and warmer relationship; free communication occurs when there is respect for the opinion of others. Self-esteem is concerned with their cultural and social aspects of life. A student's self-esteem, self- confidence and relaxation and adjustment are due to a healthy environment which is materialized in a homogenous and coordinated decision-making in a family in contrast to suspicious, fault-finding stressful and maladjusted one

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SCHOOL ENVIRONMENT AND EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS

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Abstract

The main objective of the study was to find out whether there is any significant relationship between school environment and emotional maturity of higher secondary students. The sample consists of 285 higher secondary students randomly selected from 9 higher secondary schools in Sankarankovil Taluk, Tirunelveli district of Tamil Nadu. School environment Scale and emotional maturity scale were used as tool to collect data. The research reveals that i) 14.7% of students have low, 66.7% of them have moderate and 18.6% of them have high level of school environment of higher secondary students. ii) 17.2% of the higher secondary student have low, 65.3% of them have moderate and 17.5% of them have high level of emotional maturity of higher secondary students.iii) There is significant relationship between school environment and emotional maturity of higher secondary students.

Keywords: *School Environment, Emotional maturity, higher secondary 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. The whole system of education is centered on academic achievement of students, making it a fertile ground for research work. Learning takes places effectively only when proper and congenial environment is provided for children in classroom. Their learning environment plays an inherent role in moulding the innate potentialities of the individual and school has always been regarded as an important factor in the child's education. The education of the child and his achievement is determined to a large extent by the varied and dynamic role of teachers and the facilities provided by them for the child's education. According to Mick Zais (2011), School Environment means the extent to which school settings promote student safety and student health, which may include topics such as the physical plant, the academic environment, available physical and mental health supports and services, and the fairness and adequacy of disciplinary procedures, as supported by relevant research and an assessment of validity. Emotional maturity is the result of healthy emotional development. The term Emotional maturity essentials involves emotional control According to this view the emotionally mature person, is able to hide his feelings such a person is not subject to swings in mood and can suffer in silence. When he does express emotion, he does so with moderation, decently and in good order. An emotionally matured person is the one who can give expression to his emotion at the right time and in a proper manner. This means emotional maturity is having proper emotions at proper time and to express in proper from and in proper quality. Since, the school environment influences on the emotional maturity of higher secondary students.

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Significance of the Study

In the present study, school environment and emotional maturity have been considered as important factors in the learning process. Schools are not primarily environmental showcases. Schools are special environments that exist for the purpose of enhancing the learning process. They are sensitively built environments housing very special segments of the population. A sensitive environment refers to a place that supports the activities of segments of the population who are very young, very old, or who are experiencing illnesses. From an environmental health perspective, a sensitive environment, such as a school or day care facility, tends to be where adverse health effects manifest themselves in the face of unsanitary conditions. The healthy school environment is kept in a steady state only with a thoughtfully organized cleaning and maintenance program. When a school environment is transformed from a state of hopeless deterioration to a healthy condition, attitudes of the students, teachers, parents, and surrounding community turn energetically positive so as to allow for effective teaching and learning. Emotional maturity is said to be the foundation for leading a happy and contented life. If anyone lacks Emotional maturity the life of the individual will be a sorrowful affair. It is a process which the personal is continuously striving for greater sense of emotional health both intra-psychically and intra-personally. In the present circumstances, youth as well as children are facing many difficulties in life. These difficulties are giving rise to many psycho-somatic problems such as anxiety, tension, frustration and emotional troubles in day-to-day life. So, the study of emotional life is now emerging as a descriptive science, comparable with anatomy. It deals with interplay of forces with intensities and quantities. Therefore, the emotionally mature is not the one who necessarily has all conditions that arouse anxiety and hostility but it is continuously seeing himself involved in a struggle of healthy integration of feeling, thinking action. Emotional maturity helps for the growth of behaviour and promotes a capacity to control a reasonable amount of frustration which results in students leading a happy healthy and peaceful life. The development of emotions will lay a strong foundation for various development of a child's personality. Emotions like fear, anger and affection are direct contribution to emotional maturity. An emotionally matured person is the one who can give expression to his emotion at the right time and in a proper manner. This means emotional maturity is having proper emotions at proper time and to express in proper from and in proper quality. With this background, the investigator wants to find out whether there is any significant relationship between school environment and emotional maturity of higher secondary students.

Objectives of the Study
1. To find out the level of school environment of higher secondary students
2. To find out the level of emotional maturity of higher secondary students
3. To find out whether there is any significant relationship between school environment and emotional maturity of higher secondary students

Null Hypothesis:
1. The level of school environment of higher secondary students is average.
2. To find out the level of emotional maturity of higher secondary students is average.
3. There is no significant relationship between school environment and emotional maturity of higher secondary students

Methodology

Survey method was adopted for the present study.

Sample

The population is a group of individuals who have one or more characteristics in common that are of interest to the researches. The population may be all the individuals of a particular type or a more restricted past of that group. The populations of the study will be consists of higher secondary students of Sankarankovil Taluk and particularly XI and XII standards students only.

Tools used for the Present Study
1. School environment scale was prepared and validated by investigator and Research Supervisor (Dr.V. Kasirajan guide) on 2018.
2. Emotional maturity scale was prepared and validated by A.Lawrance and Dr. V.Kasirajan (2017).

Statistical Techniques Used
    The descriptive statistics like, percentage analysis, mean, standard deviation, 't' test and correlation was employed in the present study.

Analysis
Null Hypothesis: 1
    The level of school environment of higher secondary students is average

Table 1
Level Of School Environment Of Higher Secondary Students

Low		Moderate		High	
Count	*%*	*Count*	*%*	*Count*	*%*
42	14.7	190	66.7	53	18.6

    It is inferred from the above table that 14.7% of students have low, 66.7% of them have moderate and 18.6% of them have high level of school environment of higher secondary students.

Null Hypothesis: 2
    The level of level of emotional maturity of higher secondary students is average.

Table 2
Level Of Emotional Maturity Of Higher Secondary Students

Low		Moderate		High	
Count	*%*	*Count*	*%*	*Count*	*%*
49	17.2	186	65.3	50	17.5

    It is inferred from the above table that 17.2% of the higher secondary students have low, 65.3% of them have moderate and 17.5% of them have high level of emotional maturity of higher secondary students.

Null Hypothesis: 3
    There is no significant relationship between school environment and emotional maturity of higher secondary students.

Table 3
Relationship Between School Environment and Emotional Maturity of Higher Secondary Students

School Environment		Emotional Maturity		$\sum XY$	Calculated 'r' value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$			
54369	154235	2345	126504	138321	0.0991	S

(Table value of 'r' is 0.088, S - Significant)

    It is inferred from the above table that the calculated 'r' value (0.0991) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. It shows that there is significant relationship between school environment and emotional maturity of higher secondary students.

Major Findings
1. 14.7% of students have low, 66.7% of them have moderate and 18.6% of them have high level of school environment of higher secondary students.
2. 17.2% of the higher secondary students have low, 65.3% of them have moderate and 17.5% of them have high level of emotional maturity of higher secondary students.
3. There is significant relationship between school environment and emotional maturity of higher secondary students.

Interpretation

The 'r' test result shows that there is significant relationship between school environment and emotional maturity of higher secondary students. This may be due to that good school environment is being able to make better emotionally behave with him as well as with others and the teacher's positive attitude towards students and also congenial environment is provided in school. So there is significant relationship between school environment and emotional maturity

Recommendation

1. The teachers should provide opportunities for students to express views freely and act accordingly leads to better achievement in academics.
2. The teacher should try to maintain his / her accepting behavior towards students, which makes them feel easy and free to express and thinking thus leading them to better performance in academics.
3. Parents should spend as much time as possible with their children and discuss about their interests and guide them in a proper direction
4. The teacher should take their children for outing i.e. in museums, excursions etc. and encourage them for participating in co- curricular activities.
5. Take early steps to an environmentally friendly school, by recycling, set up a compost bin, arranging a kitchen garden, planting trees and making sure that water is not wasted.
6. Parents spent more time talking to their children about their school work during dinnertime discussions.
7. Guidance and counseling centers should be started in school so that the students can be helped to solve education and emotional problems.
8. Teachers give their students feedback to motivate them and acknowledge their successes, and also use feedback from students and parents to help plan for further learning.
9. The students may be given yoga training to maintain their emotions. The students must be given proper guidance and counselling to manage their emotions. Various relax techniques can be taught to student teachers to control their emotions. Sports and games may be included in their daily training activities.
10. Teachers and parent play an important role in developing emotional maturity. Therefore, they should be good role models.
11. Group activities and team work may be encouraged in classroom teaching.

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EMOTIONAL INTELLIGENCE OF XI STANDARD STUDENTS WITH CERTAIN BACKGROUND VARIABLES

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Abstract

The present education system does not give any guarantee for successful life. Every individual is different from others. Emotional intelligence is also a factor of individual difference. There is a lot of change in human at his development stage. The technical skills or the business expertise that so often propelled people to the top are not the abilities that make them effective in inspiring people, in guiding people, in coaching, developing and motivating people". Adolescence is the stage of problems and unexpected behavior. Hence the present paper was an attempt to explore emotional intelligence of XI standard students. Normative survey method was adopted in this study. Sample for the present study consists of 300 XI standard students from 10 schools in Srivilliputtur taluk by random sampling method. The investigator has used standardized tool developed by Dr. Annaraja (2008). The tool contains thirty nine statements with five point scale. There is a significant difference in emotional intelligence of XI standard students with respect to gender, location of school and nature of the school.

Introduction

Emotional Intelligence (EI) is a popular topic of debate in the field of education. It is considered as a successful predictor of academic success of every student. Researchers have claimed that EI predicts success at schools. Emotional intelligence (EI) can be defined as the ability to monitor one's own and other people's emotions, to discriminate between different emotions and label them appropriately and to use emotional information to guide thinking and behaviour. The subset of social intelligence that involves the ability to monitor one's own and others feelings and emotions, to discriminate among them and to use this information to guide ones thinking and actions Emotional intelligence also reflects abilities to join intelligence, empathy and emotions to enhance thought and understanding of interpersonal dynamics.

Significance of the Study

In current system of education in India as well in globe is putting the future of children in a race where everyone would be searching for a short cut for success in his life. But then we would be in the struggle of dissemination of sweetness and light to develop his personality with an apt balance of emotional intelligence and competence. Goleman (1995) defined emotional intelligence as "the capacity for recognizing our own feelings and those of others, for motivating ourselves and managing emotions well in ourselves and in our relationship."A good deal of research has been conducted on emotional intelligence and it was found to be appearing as an important factor in the prediction of personal, academic and career success. Present education world is making all efforts to provide quality education for the students in today's school. For that we can teach and improve some crucial emotional competencies among children such as emotional intelligence, intelligence quotient which describes the ability of one to use emotions effectively and productively. There is a significant difference in emotional intelligence of XI standard students with respect to gender, location of school and nature of the school.

Objectives of the Study
1. To find whether there is any significant difference between male and female of XI standard students in their emotional intelligence.
2. To find whether there is any significant difference between rural and urban area school of XI standard students in their emotional intelligence.

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3. To find whether there is any significant difference among boys, girls and co- education schools of XI standard students in their emotional intelligence.
4. To find out whether there is any significant association with emotional intelligence and the background variable father's education of XI standard students.

Hypotheses of the Study

1. There is no significant difference between male and female of XI standard students in their emotional intelligence.
2. There is no significant difference between rural and urban area school of XI standard students in their emotional intelligence.
3. There is no significant difference among boys, girls and co- education schools of XI standard students in their emotional intelligence.
4. There is no significant association with emotional intelligence and the background variable father's education of XI standard students.

Method of Study

The normative survey method was adopted in this study. The sample for the present study consists of 300 XI standard students from 10 schools in Srivilliputtur taluk by random sampling method. The investigator has used standardized tool developed by Dr. Annaraja (2008). The tool contains thirty nine statements with five point scale.

Null hypothesis-I

There is no significant difference between male and female of XI standard students in their emotional intelligence.

Table - 1
Significant Difference between Male and Female of XI Standard Students in their Emotional Intelligence

Gender	Number	Mean	S.D	Calculated "t" value	Remarks at 5%level
Male	143	1.4523	22.89	2.49	S
Female	157	1.4659	24.81		

(At 5% level the significant table value of "t" is 1.97)

It is inferred from the table 1 the calculated "t" value is greater than the table value. So there is a significant difference between male and female XI standard students. Hence the null hypothesis is rejected.

Null hypothesis-II

There is no significant difference between rural and urban area school of XI standard students in their emotional intelligence.

Table - 2
Significant Difference between Rural and Urban Area School of XI Standard Students in their Emotional Intelligence

Location of School	Number	Mean	S.D	Calculated "t" value	Remarks at 5%level
Rural area	254	1.4613	23.89	1.98	S
Urban area	46	1.4493	24.04		

(At 5% level the significant table value of "t" is 1.97)

It is inferred from the table 2 the calculated "t" value is greater than the table value. So there is a significant difference between rural and urban area school XI standard students. Hence the null hypothesis is rejected.

Null hypothesis-III

There is no significant difference among boys, girls and co- education schools of XI standard students in their emotional intelligence.

Table - 3
Sum Of Squares and Mean Squares of Emotional Intelligence of XI Standard Students with Respect to Nature of School

Variable	Source of variation	df	Sum of squares	Mean square	Calculated "F" value	Remarks at 5%level
Emotional Intelligence	Between groups	2	7085.94	3542.97	6.438	S
	Within groups	297	163450.1	550.337		

(At 5% level the significant table value of "F" is 3.03)

It is inferred from the table 3 the calculated "F" value is greater than the table value. So there is a significant difference among boys, girls and co-education XI standard school students in their emotional intelligence. Hence the null hypothesis is rejected.

Null hypothesis-IV

There is no significant association with emotional intelligence and the background variable father's education of XI standard students.

Table - 4
Significant Association with Emotional Intelligence and the Background Variable Father's Education of XI Standard Students

Father's education	Low		Average		High		df	Calculated chi-square value	Remarks at 5% level
	O	E	O	E	O	E			
Uneducated	28	27.9	76	74.5	23	24.6	4	0.92	NS
School level	34	32.6	85	86.8	29	28.6			
College level	4	5.5	15	14.7	6	4.8			

(At 5% level the significant table value of chi-square is 9.49)

It is inferred from the table 4 that the calculated chi-square value is less than the table value. So there is no significant association among uneducated, school level and college level fathers of XI standard students. Hence the null hypothesis is accepted.

Findings of the Study
1. There is a significant difference between male and female XI standard students.
2. There is a significant difference between rural and urban area school XI standard students.
3. There is a significant difference among boys, girls and co-education XI standard school students in their emotional intelligence.
4. There is no significant association among uneducated, school level and college level fathers of XI standard students.

Conclusion

Emotion is an important aspect of students' life. So from school itself, educating not only academic portion but also affective portion of the child. It will helpful to the all the dimensions of the students' life.

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A COMPARATIVE STUDY ON INTERPERSONAL BEHAVIOUR OF UNDER GRADUATE AND POST GRADUATE TEACHERS

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Abstract

The purpose of the study was to find out the interpersonal behaviour of under graduate and post graduate teachers. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the under graduate and post graduate teachers who are working in Tuticorin District. From the population, 145 teachers were randomly selected as the sample for the study. The finding reveals that the level of interpersonal behaviour of under graduate and post graduate teachers is found to be moderate. The research reveals that there is a significant difference between under graduate and post graduate teachers in their interpersonal behaviour.
Keywords*: Interpersonal behaviour, School teachers*

Introduction

International behavior is how people interact with one another. Specifically it is studied as the way people behave when this behavior would affect a relationship. Making jokes, body language, giving present and going to parties are all aspects of interpersonal behavior. There are three types of interpersonal behaviour. Aggressive behavior is the first type of interpersonal behavior in which a person stands up their own rights in such a way that the rights of others are also violated. It is an attack on the person rather than on the person's behavior. Non-Assertive behavior is that second type of interpersonal behavior, which enables the person's rights to be violated by another. In this type a person inhibits her/his honest, spontaneous reactions and typically feels hurt, anxious and sometimes angry as a result of being non-assertive in a solution. Assertive behavior is that third type of interpersonal in which a person stand up for their legitimate rights in such a way that the rights of others are not violated. It communicates respect for that person's behavior. In this behavior a person is an honest, direct and appropriate expression of one's feelings, beliefs, and opinions. Studies have shown that teacher–student interpersonal relationships have effects on both teachers and students. Teachers experiencing healthy interpersonal relationships with their students are argued to experience better satisfaction with their job and with preventing of burnout (Ben-Chaim & Zoller, 2001).

Need and Significance of the Study

Teachers play a key role in the education and also student's life. Teaching job is a great responsibility than a mere job. It has an impact on the growth and well-being of the nation. Teacher is also a social-reformer. Teachers wear many hats every day while in the classroom: the organizer, instructor, speaker, facilitator, entertainer and sometimes dispute resolution specialist. Teachers not only interface with students, but with other teachers, school administration staff and parents. Teaching competencies like ability to manage classrooms, manage students, and deliver the lesson catering to each individual student and to work beyond the set time encourage students to participate actively in the classroom/school activities.

Strong interpersonal skills, especially communication are the hallmark for a teacher. Teaching is fifty percent knowledge and fifty percent interpersonal skills. The quality of a teacher's lecture or teaching methods will be enhanced by the quality of their interpersonal skills. Teachers need to possess a number of skills in the teaching profession and include communication, empathy, positive motivation, effective and positive body language and humor.

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Hence, the teacher should be free from the psychological problem. If a teacher with personal psychological problems can have a detrimental effect upon all of those students who are associated with him or her. To be a successful teacher, the teacher trainee should have effective interpersonal behavior. Therefore, this research is intended to study on interpersonal behaviour of under graduate and post graduate teachers.

Objective
The researcher has framed the following objective for the present study:
To find out the level of interpersonal behaviour of under graduate and post graduate teachers with respect to educational qualification.

Hypothesis
There is no significant difference between under graduate and post graduate teachers in their interpersonal behaviour.

Methodology
The researcher used the survey method for the present study. For data collection, the investigator used "Interpersonal behaviour scale" which comprises of 40 statements and it was developed and validated by Rajeskumar (investigator) and Anandaraj (Research supervisor) in 2017. The investigator has selected the sample by random sampling technique for the present study. It comprises of 145 teachers working in Tuticorin District. The data were analyzed using percentage analysis and 't' test.

Analysis of the Data
The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1
Level of interpersonal behaviour of under graduate and post graduate teachers with respect to educational qualification

Educational Qualification	Low		Moderate		High	
	No	%	No	%	No	%
Under graduate	6	9.0	51	76.1	10	14.9
Post graduate	10	12.8	59	75.6	9	11.5

It is inferred from the above table that 9.0% of under graduate teachers have low, 76.1% of them have moderate and 14.9% of them have high level of Interpersonal behaviour. 12.8% of post graduate teachers have low, 75.6% of them have moderate and 11.5% of them have high level of Interpersonal behaviour.

Ho1: There is no significant difference between under graduate and post graduate teachers in their interpersonal behaviour.

Table 2
Difference between under graduate and post graduate teachers in their interpersonal behaviour

Under Graduate (N=67)		Post Graduate (N=78)		Calculated 't' value	Remarks
Mean	SD	Mean	SD		
104.60	13.693	99.14	16.023	2.211	S

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

It is inferred from the above table that there is significant difference between under graduate and post graduate teachers in their interpersonal behaviour.

Findings and interpretation

The major findings derived from the study are:

1. The level of Interpersonal behaviour of under graduate and post graduate teachers is found to be moderate.
2. There is significant difference between under graduate and post graduate teachers in their Interpersonal behaviour.

Conclusion

Teachers had a biggest influence in the school development. It is important for the teachers to be a role model through their attitudes towards their interpersonal behaviors. The purpose of this research is to study the Interpersonal behaviour of under graduate and post graduate teachers. This research found that there is significant difference between under graduate and post graduate teachers in their Interpersonal behaviour. The under graduate teachers are better than the post graduate teachers in their Interpersonal behaviour. This may be the fact that the under graduate teachers ask their doubt to post graduate teachers to improve their knowledge to their subject and improve their teaching abilities. Hence, the experienced teachers give some motivation and some model classes for other teachers; it will help to make a good interpersonal behaviour to their teacher's circles. Special talks can be arranged to develop the interpersonal behaviour of the teachers. The competent teachers should use audio visual aids in the classroom, which will enrich their interpersonal behaviour.

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PARENTAL INFLUENCE ON HIGHER SECONDARY SCHOOL STUDENTS CAREER ASPIRATIONS

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Abstract

The purpose of this study was to investigate the level of influence parents had on the career decision making process for their children who are higher secondary school students. This study reports about the parental influence on higher secondary school students career aspirations. Totally 100 students were taken for the study of which 26 students from Government school, 52 students from Government Aided School, 22 students from Private schools. The tools used in this study are a questionnaire on parental influence on higher secondary school student's career aspirations by Kristen Tillman (2015). The result indicates that parental influence on higher secondary school student's career aspirations is moderate and there is significant difference on type of school and stream of the students in 0.05%.

Keywords: *Career aspiration, higher secondary school students. Parental influence*

Introduction

Parents are the first and lifelong teachers and guides of every child. Parents are children's primary advocates and their lifelong security. The principal and continuing task of the parent's in each generation is to prepare children to the next generation for the physical, economic and psycho-social situation in which those children must survive and thrive. Parenthood is the final common pathway to childhood oversight and care giving, development and stature, adjustment and success. Parenting has its own intrinsic pleasures, privileges and profits. Parents can find interest and can derive considerable and continuing pleasure in their relationships and activities with their children. Parent's character, dedication, education, creativity, special concern and responsibility are the major factors of child development.

The first and foremost duty of parents is to look after their children in the best possible way to take an interest in their welfare and to see their progress. Successful parenting entails both effective components - in terms of commitment, empathy and positive regard for children.

The term aspiration is derived from the Latin word, meaning "to move". Parental involvement and genuine interest in higher secondary school life have a significant influence on their academic performance and ability to focus and efficiently manage homework. Higher secondary students gain and build upon values and academic goals based on those of their parents. When parents are supportive listeners, caring and active in their student's life then there is less home life stress, allowing the students to have a positive and esteemed attitude towards school. The purpose of this research was to analyze how parental influence on career aspirations by their children.

Need for the Study

The purpose of this study is to explore the development of higher secondary student's career aspirations of their parent's influence. Some students are weak in their educational performance. Parents can help them improve their studies through supervision of their homework. Studies that investigated the role of parents in their children's academic motivation generally support the role of parents' characteristics, such as education, income, and self-competence, in the quality of their interaction with their children, which in turn has been related to the children's academic aspiration.

Statement of the Problem

Choosing a career is often considered a major turning point in a young adult's life. This decision has the potential to open the door for success or close the door of opportunity (Jungen, 2008). While often perceived to be an individual choice, research suggests that a variety of influences are likely to manipulate one's ultimate career decision.

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Among these factors, students report that parents have the greatest influence on which career they choose (Kniveton, 2004). The present study states a study on parental influence on among higher secondary students in Madurai district.

Purpose of the Study

The main purpose of this study was to find out how parental variables, influence the occupational aspirations of students in secondary schools. This information is crucial to teachers, parents and career counsellors in schools in the process of helping students make informed career decisions. Findings from the research will enable parents to make informed decisions during the career selection process of their children.

Operational Definition

a) Parental Influences:

Parental influence is defined as an opinion, attitude, or action (other than direct tutoring) that somehow shapes or moulds the child's reading attitudes. Involvement is defined as any direct tutorial help the child receives with his or her reading.

b) Career Aspirations:

While vocational or career development is thought to begin in childhood and to develop further through adolescence and young adulthood (Gottfredson,1981; super,1980), at 14-15 years, young people are likely to be starting to think about themselves as future workers, with vocation aspiration and goals.

C) Higher secondary student:

The term higher secondary students refer the +1 & +2 students of higher secondary school education.

Objectives of the Study

1. To measure the level of Parental Influence of higher secondary school students career aspiration.
2. To find out, whether there is a significant difference among higher secondary school students in terms of selected independent variables in their Parental Influence of higher secondary school student's career aspiration.

Hypotheses

1. The level of parental influence on higher secondary school student career aspiration students is low.
2. There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to gender.
3. There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to stream.
4. There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to School type.
5. There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to school management.
6. There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to locality.
7. There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to parental qualification.

Significance of the Study

The occupational status is a vital issue in the 21st century. The purpose of this mixed-methods study is to investigate the career decision making process for existing students and young adults who follow the same career path of higher secondary school students their parents did, and more specifically, the career routes of higher secondary students and this study to bring awareness to the parental community about the role of parental involvement in their children motivation towards career aspiration oriented education. Hence in the present study, the researcher is making an attempt to study the career aspiration of Higher Secondary schools students of Madurai district. The study is significant from this perspective that the parents and counsellors will be aware of the background variables of student's career choice. To overcome the inequalities the study will assist create better curriculum and career opportunity programs.

Methodology

Design: Descriptive
Method: Normative survey
Technique: Random sampling
Sample: 100 samples from higher secondary school

Tools Used

1. Personal Information Schedule developed by the researcher.
2. Parental influence of higher secondary school student career aspiration Questionnaire constructed by Kristen Tillman (2015).

Statsical Techniques

1. Mean,
2. standard deviation,
3. t-test.

Data Analsis

The following data analyses were carried out.

Hypothesis 1

Table 1

The level of parental influence among higher secondary students career aspiration is high.

Levels	N	% of students
Low	27	27.00
Moderate	40	40.00
High	33	32.00
Total	100	100

From above table results shows that level of parental influence on higher secondary school students career aspiration is moderate (40.00). Hence the null hypothesis is rejected.

Hypothesis 2

There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to gender.

Table: 2

Significance difference in parental influence among higher secondary students career aspiration with respect to gender

Variable	Sub Variables	N	M	SD	t-value	Significant Level
Gender	Male	34	30.3	3.529	0.125	NS
	Female	66	30.11	2.518		

The above table shows that the Mean and SD of the N= 34 male students (M=30.03, S.D= 3.529) and Mean and S.D of the N=66 female students (M= 30.11, S.D= 2.518).The calculation of t- vale is found to be t= 0.125 is lower than the table value 1.96. Hence the hypothesis is accepted.

Hypothesis 3

There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to stream.

Table: 3
Significance difference in parental influence among higher secondary
students career aspiration with respect to Stream

Variable	Sub Variables	N	M	SD	t-value	Significant Level
Stream	Arts	13	28.23	3.468	2.546	S
	Science	87	30.36	2.702		

The above table shows that the Mean and SD of the N= 13 Arts students (M=28.23, S.D=3.468) and Mean and SD of the N=87, Science students (M=30.36, SD = 2.702) and the calculated t- value is found that 2.546 is higher than the table value 1.96. Hence the hypothesis is rejected.

Hypothesis 4

There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to locality.

Table: 4
Significance difference in parental influence among higher secondary students
career aspiration with respect to locality

Variable	Sub Variables	N	M	SD	t-value	Significant Level
Locality	Rural	62	30.60	2.538	2.340	S
	Urban	38	26.24	3.234		

The above table shows that the Mean and SD of the N= 62 Rural students (M=30.60, S.D=2.538) and Mean and SD of the N=38 Urban students (M=26.24, SD = 3.234) and the calculated t- value is found that 2.340 is higher than the table value 1.96. Hence the hypothesis is rejected.

Hypothesis 5

There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to School type.

Table: 5
Significance difference in parental influence among higher secondary students
career aspiration with respect to School type

Variable	Sub Variables	N	M	SD	t-value	Significant Level
Locality	Unisex	60	30.40	2.682	1.506	NS
	Mixed	40	29.51	3.128		

The above table shows that the Mean and SD of the N= 60 Unisex students (M=30.40, S.D=2.682) and Mean and S.D of the N= 40 Mixed students (M=29.51, SD = 3.128) and the calculated t- value is found that t=1.506 is lower than the table value 1.96. Hence the hypothesis is accepted.

Hypothesis 6
There is no significant difference in Parental influence on higher secondary school student career aspiration with respect to parental qualification.

Table: 6
Significance difference in parental influence among higher secondary students career aspiration with respect to parental qualification

Variable	Sub Variables	N	M	SD	t-value	Significant Level
Parents Qualification	School Education	64	30.11	2.661	0.135	NS
	Degree and above	36	30.3	3.282		

The above table shows the Mean and SD of the N= 64 School Education (M=30.11, S.D=2.661) and Mean and S.D of the N= 36 Degree (M=30.3, SD = 3.282) and the calculated t- value is found that t= 0.135 is higher than the table value 1.96. Hence the hypothesis is accepted.

Findings of the Study
1. Parental influence on higher secondary student's career aspiration is moderate.
2. The result of the findings shows that parental influence on higher secondary student's career aspiration was significant in the stream and locality of the students.

Recommendation
1. Students should be exposed to various educational opportunities to make up for the lack of stimulating home background.
2. Good interpersonal relationship with Parents Teacher Association (PTA) should be established between parents and teachers. This will help make learning a continuous process from home to school.
3. Parents should not force their occupation on their children but should encourage their progress at school.
4. Professional school counsellors should provide collaborative support and training to parents on career guidance. This is because of their education, skills, and position within the school community, is in a unique position to assess the needs of adolescents, and the skills and stressors of their parents.
5. School counsellors can assist parents in learning how to provide emotional support by helping them understand the emotions that adolescents experience when faced with difficult educational and vocational challenges, by helping parents talk to their adolescents about what fun their future job could be.
6. Even though the research findings revealed that perceptions of parental occupational satisfaction will not have a significant positive effect on career aspiration of adolescents, school counsellors should encourage parents to share about their own excitement when considering their adolescents' future educational and career opportunities.

Conclusion
A finding was looking to determine the motivations that drive students to choose particular career paths and what influence if any, parents have on their children's career paths. From the findings of the study, it can be concluded that parental factors influence the career choice of students in higher secondary school students. Results from the study lead us to conclude that a high parental educational level has an influence on the career choice of students with respect to locality and steam.

In this respect, it is concluded that the parental level of education influenced the students' future career choice rural than urban students and art students parental influence than science.

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ATTITUDE TOWARDS CORPORAL PUNISHMENT AMONG HIGH SCHOOL TEACHERS – A GENDER WISE ANALYSIS

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Abstract

The main objectives of the study were to find out the level of attitude towards corporal punishment among high school teachers and to find the difference between male and female high school teachers in their attitude towards corporal punishment. The sample consists of 145 high school teachers randomly selected from 15 high & higher secondary schools in Sivagiri Taluk, Tirunelveli district of Tamil Nadu. Corporal Punishment Scale developed and validated by the investigator and guide was used to collect data. The research reveals that the level of attitude towards corporal punishment of male and female high school teachers was moderate. Significant difference found between male and female high school teachers and mean scores show that female teachers have higher attitude towards corporal punishment than the male teachers in their attitude towards corporal punishment.

Keywords: *Attitude, Corporal Punishment, High school teachers*

Introduction

Corporal Punishment means causing physical pain to the body in the form of punishment with an intention to correct the behaviour and may include both physical and non-physical forms of punishments like hitting, slapping, belittles, humiliates, denigrates, scapegoats, threatening the child. From many centuries, Corporal Punishment has been an integral part of the educational system.

Corporal punishment implies the use of physical force at a school to impose discipline amongst school children but this is not considered to be a good way to impose punishment as it undermines the dignity of the child. The use of physical force upon children can be quite dangerous as it may have psychological problems on the children. It needs to be taken a serious note to put an end to corporal punishment in every school (Kalaivani, 2016).

Significance of the Study

Discipline is an important factor which has to be maintained both at school and at home. This plays a very significant role in making a child civilized citizen of the country and in leading a civilized life. It also plays an important role in bringing self control & self discipline in the child. The law and order in the society can only be maintained when the discipline will be taught both at home and at educational institutions. Discipline in school consists of a set of rules, punishments and behavioural strategies that are appropriate for the regulation of children and maintaining order in schools. The main aim for making rules and regulations is to restrict those behaviours that are against school policies, traditions and norms. To maintain discipline punishment is also applied which is the consequence of breaking the rules.

Corporal punishment is a means of discipline that relies on fear and humbleness, and reduces a child's capacity to grow up as an independent and accountable people. In schools, Corporal punishment should be required and the students who are defaulters should be physically punished from time to time so that they complete their work, study hard and do not indulge in irrelevant activities. This will help teachers teach well and so students would be able to get better education. In this context the investigator wishes to find the attitude towards corporal punishment among high school teachers.

Objectives of the Study

1. To find out the level of attitude towards corporal punishment among high school teachers with respect to gender.
2. To find out whether there is any significant difference in the attitude towards corporal punishment of high school teachers with respect to gender.

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Method Adopted

Survey method was adopted for the present study.

Population and Sample

The population for the study includes all the high school teachers working in Government, aided and private schools of Sivagiri Taluk, Tirunelveli district of Tamil Nadu.

The investigator had used simple random sampling technique for selecting a sample of 145 high school teachers from 15 schools of Sivagiri Taluk, Tirunelveli district.

Tool Used

The Corporal Punishment Scale was developed and validated by the Investigator (Mrs. N. Uma Maheswari) and Research Supervisor (Dr. T. Ranjith Kumar) on 2018. The tool comprises of 41 statements with the response options Strongly Disagree, Disagree, Undecided, Agree, Strongly Agree.

Analysis of Data

The statistics employed in the study were percentage analysis and 't' test. The analyses were presented in the following tables.

Table 1
Level of attitude towards corporal punishment of high school teacher with regard to Gender

Variables	*Gender*	*N*	*Low*		*Moderate*		*High*	
			No.	*%*	*No.*	*%*	*No.*	*%*
Corporal Punishment	Male	63	12	19.0	48	76.2	3	4.8
	Female	82	5	6.1	65	79.3	12	14.6

It is inferred from the above table that 19.0% of the Male high school teachers have low, 76.2% of them have moderate and 4.8% of them have high level of attitude towards corporal punishment. It is also inferred that 6.1% of the Female high school teachers have low, 79.3% of them have moderate and 14.6% of them have high level of attitude towards corporal punishment.

H01: There is no significant difference between male and female high school teachers in their attitude towards corporal punishment.

Table 2
Significant Difference between male and female high school teachers in their attitude towards corporal punishment

Variable	*Group*	*N*	*Mean*	*SD*	*Calculated t - value*	*Remarks 5% level of significance*
Corporal Punishment	Male	63	136.95	22.047	2.490	S
	Female	82	144.89	16.345		

Table value of 't' for df 143 at 0.05 level is 1.96 (Biswal & Dash, 2006), S – Significant.

It is inferred from the above table that the calculated 't' value (2.490) is greater than the table value (1.96) for df 143 at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is a significant difference between male and female high school teachers in their attitude towards corporal punishment.

While comparing the mean scores of male (136.95) and female (144.89) high school teachers, female high school teachers have higher attitude towards corporal punishment than the male high school teachers.

Findings
1. 19.0% of the Male high school teachers have low, 76.2% of them have moderate and 4.8% of them have high level of attitude towards corporal punishment.
2. 6.1% of the Female high school teachers have low, 79.3% of them have moderate and 14.6% of them have high level of attitude towards corporal punishment.

3. There is a significant difference between male and female high school teachers in their attitude towards corporal punishment. The mean scores show that, female high school teachers have higher attitude towards corporal punishment than the male high school teachers.

Implications

From the study it is recommended that, female teachers should be given proper guidance to handle the classes with confidence and courage, so that their attitude may be changed to avoid corporal punishment. The positives and negatives of corporal punishment should be discussed with education and psychology experts to create awareness among teachers and students. The teachers should be encouraged to handle the classes according to the students' interest to avoid conflicts with students which leads to corporal punishment.

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HOME ENVIRONMENT AND LEADERSHIP QUALITIES OF HIGHER SECONDARY STUDENTS

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Abstract

The main objective of the study was to find out whether there is any significant relationship between home environment and leadership qualities of higher secondary students. The sample consists of 300 higher secondary students randomly selected from 10 higher secondary schools in Kovilpatti Taluk, Thoothukudi district of Tamil Nadu. Home environment Scale and Leadership qualities scale were used as tool to collect data. The research reveals that i) 14.7% of students have low, 66.7% of them have moderate and 18.6% of them have high level of home environment of higher secondary students. ii) 17.2% of the higher secondary student have low, 65.3% of them have moderate and 17.5% of them have high level of leadership qualities of higher secondary students.iii) There is significant relationship between home environment and leadership qualities of higher secondary students.
Keywords: *Home Environment, Leadership qualities, higher secondary students*

Introduction

A leadership quality of an individual is very important in interpersonal influence on other people, especially students academically. This is important to an institution that will produce students who are truly qualified to be able to adapt to all levels of society around either within or outside the institution of higher learning. When there is awareness, the institution may conduct appropriate programs to improve student's personality in a positive direction and find the initiative to produce quality students. Family is the prime places where the children can receive all kinds of guidance. Parents are the first teachers to the children. According the family norms and the level each one learns different quality and regularities that particular attitude .Which they have learned from their home shine towards and classmates. Education moulds the personality of the child. It brings behavioral changes in him and prepares him to adjust in different environment he encounters. These behavioral changes are reflected in the work culture of the child and hence in the achievement. The children who are out going and are prompt to take initiatives adjust better in varying environment and show high levels of achievement in academics. The home environment will affect the leadership qualities of higher secondary students .So the investigator has selected the area of home environment how to develop the students personality. Hence the problem entitled as the study of home environment and personality trait of higher secondary students in Coimbatore.

Significance of the Study

Effective leadership is essential to achieve wide ranging objectives and goals. One can regard a person as a good leader who is open minded, approachable, fair in dealing, consistent, patient in listening, has respect for and understanding of others and so on. Leadership comes from the passion of the change agents and identifying who those people are becomes very important. Building a network of committed leaders at all levels is a first step to change. Only when there is a critical mass does change take place.

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A healthy family environment provides children and adolescents with a sense of emotional security hence facilitating adolescent development and motivation in academic progress particularly at a time of numerous developmental changes. These qualities are inherited as well   as acquired in a family set up and environment. The home environment has a special role in moulding their members as leaders. As no one has attempted so far find out the extent of influence of home atmosphere on leadership qualities of higher secondary students , the investigator has selected the title on "Home environment and leadership qualities of higher secondary students.

Objectives of the Study
1. To find out the level of home environment of higher secondary students
2. To find out the level of leadership qualities of higher secondary students
3. To find out whether there is any significant relationship between home environment and leadership qualities of higher secondary students

Null Hypothesis
1. The level of home environment of higher secondary students is average.
2. The level of leadership qualities of higher secondary students is average.
3. There is no significant relationship between home environment and leadership qualities of higher secondary student's average.

Methodology
Survey method was adopted for the present study.

Sample
The population is a group of individuals who have one or more characteristics in common that are of interest to the researches. The population may be all the individuals of a particular type or a more restricted past of that group. The populations of the study will be consists of higher secondary students of Kovilpatti Taluk and particularly XI and XII standards students only.

Tools Used for the Present Study
1. Home environment scale was prepared and validated by investigator and Dr. V. Kasirajan (guide)
2. in 2018.
3. Leadership qualities scale was prepared and validated by Petchiyammal and Dr. V. Kasirajan (guide) in 2015.

Statistical Techniques Used
The descriptive statistics like, percentage analysis, mean, standard deviation, 't' test and correlation was employed in the present study.

Analysis
Null Hypothesis: 1
The level of home environment of higher secondary students is average.

Table 1
Level Of Home Environment Of Higher Secondary Students

Low		Moderate		High	
Count	*%*	*Count*	*%*	*Count*	*%*
43	14.3	216	72.0	41	13.7

It is inferred from the above table that 14.3% of students have low, 72.0% of them have moderate and 13.7% of them have high level of home environment of higher secondary students.

Null Hypothesis: 2
The level of level of leadership qualities of higher secondary student is average.

Table 2
Level Of Leadership Qualities Of Higher Secondary Students

Low		Moderate		High	
Count	*%*	*Count*	*%*	*Count*	*%*
43	14.3	216	72.0	41	13.7

It is inferred from the above table that 14.3% of the higher secondary students have low, 72.0% of them have moderate and 13.7% of them have high level of leadership qualities of higher secondary students.

Null Hypothesis: 3
There is no significant relationship between home environment and leadership qualities of higher secondary students

Table 3
Relationship Between Home Environment And Leadership Qualities Of Higher Secondary Students

Home Environment		Leadership qualities		$\sum XY$	Calculated 'r' value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$			
19289	1254717	28807	239159	77674	0.595672	S

(Table value of 'r' is 0.088, S - Significant)

It is inferred from the above table that the calculated 'r' value (0.595672) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. It shows that there is significant relationship between home environment and leadership qualities of higher secondary students.

Major Findings
1. 14.3% of students have low, 72.0% of them have moderate and 13.7% of them have high level of home environment of higher secondary students.
2. 14.3% of the higher secondary students have low, 72.0% of them have moderate and 13.7% of them have high level of leadership qualities of higher secondary students.
3. There is significant relationship between home environment and leadership qualities of higher secondary students.

Interpretation
The 'r' test result shows that there is significant relationship between home environment and leadership qualities of higher secondary students. This may be due to that fact that. The home environment has a special role in moulding their members as leaders and also the home environment will affect the leadership qualities of higher secondary students.

Recommendation
1. Parents and teachers should ensure that medium bias does not exist even in the subtlest manner in home and school environment.
2. Efforts should be made by parents to provide conducive home environment to build emotional competence in children, so that they can better fulfil their various roles in life.
3. Schools should organize various personality development programs from time to time to help students mature socially and emotionally.
4. Some social and emotional learning programs should be organized in schools which can help the parents in reinforcing the social and emotional development of children.
5. It is recommended that, teachers, educationist and guidance counselors should try to create awareness in parents on the importance of the home environment which can improve the child's performance.

6. The teachers provides appropriate climate for the child to develop good ideas, habits, mode of thinking and behavior. Family provides congenial and good emotional atmosphere and economic conditions.

7. The students should be allowed to know how to listen and communicate well with all types of personalities and come from a place of pragmatic listening rather than emotional reactivity.

8. The students should be maintained healthy and sound environment in the company and for the benefits and progress of the company it is essential for the leader to hold good and cordial relationships with his superiors, colleagues, and his workers.

9. The students should insisted keep a positive attitude in order to motivate and inspire their teams.

10. The teacher should provide encouragement and motivation, by showing students appreciation for good ideas and extra effort.

11. The students should be allowed to involve everyone in discussions and decisions, even if asking for opinions and ideas means a longer discussion.

12. The teachers should instated to students to emphasize the of teamwork

13. It is recommended that teachers, educationists and leaders should try to create awareness in parents on the importance of the home environment on leadership qualities which can improve the children's performance. Parents need to be informed that they can contribute to the education of their children through encouragement, providing of learning facility and active assistance among other strategies.

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ADJUSTMENT AND SELF-CONCEPT OF HIGHER SECONDARY STUDENTS

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Abstract

The major objective of the study was to find out whether there is any significant relationship between home environment and leadership qualities of higher secondary students. The sample consists of 298 higher secondary students randomly selected from 9 higher secondary schools in Thiruvenkadam Taluk, Tirunelveli district of Tamil Nadu. Adjustment Scale and Self-concept scale were used as tool to collect data. The research reveals that i) 14.3% of students have low, 72.0% of them have moderate and 13.7% of them have high level of adjustment of higher secondary students. ii) 14.3% of the higher secondary student have low, 72.0% of them have moderate and 13.7% of them have high level of self-concept of higher secondary students.iii) There is significant relationship between adjustment and self-concept of higher secondary students.

Keywords: *Adjustment, self-concept, higher secondary students*

Introduction

Life is a continuous series of change and challenges. Everyone is facing such situations for his survival and growth. Different persons use different way to satisfy these needs. The strategy used by the individual to manage this is called adjustment. Students' adjustment refers to the behavioral process by which they maintain equilibrium among the various needs and the obstacles of their environments. A sequence of adjustment begins when a need is felt and ends when it is satisfied. Sometimes, the efforts of the students are successful and satisfying, then it is a case of good adjustment, but if a student meet frustration in his efforts continuously, the personality adjustment may not be proper and it may lead to maladjustment in that situation. The process of adjustment starts right from the birth of the child and continues till his death. How we see our world makes all the difference, and when we see ourselves as we really are, it can have a significant impact on altering the way we view the world around us. This is a very apt statement for the students. According to Woolfolk (1993), students understanding of themselves are concrete at first but become more abstract later. Early view of self and friends are based on immediate behaviors and appearance. Students at early age believe that what they feel, others will also feel it too. Their thinking about themselves and about others is simple, segmented and not flexible and integrated. With time, as they grow older, they are able to think abstractly about internal processes like beliefs, intentions, values and motivation. Research shows that students with positive self-concept, have high or strengthened self-esteem, are motivated to learn and are successful. Students who have negative self-concept and low self-esteem usually are not motivated to learn and drop out from school. For students, development of self-concept is also based on the feedback from significant others, from objective facts and from one's interpretation of body image. Parents, peers and teachers are the major sources of input, about the self which is subjectively interpreted. Self-Concept refers to the student's own view of him-self or her-self. Self- concept is defined as the totality of a complex, organized and dynamic system of learned beliefs, attitudes and opinions that each student holds to be true about his or her personal existence. Carl Rogers coined the concept of self by stating that part of experience that a person comes to identify early in life as "I" or "me". People constantly evaluate all experiences, including the self as positive or negative. People have a natural tendency to seek positive experiences and avoid negative ones. This self experience becomes a part of the self-concept, the way one thinks of oneself.

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Significance of the Study

Indeed nowadays education at the higher secondary school level is to prepare the students for facing examination rather for life. It is also true that the education that we render at schools is only acquiring knowledge. We don't help our children to go beyond knowledge and develop understanding or application of the knowledge of what is learnt.

At the same time we don't develop certain skills which become very essential for a child to lead its future life. As it is rightly agreed, there will be no individual like 'teacher' in the Indian classrooms. All those who help the children to learn any subject matter are to be known as 'facilitators'.

Therefore, it is the prime responsibility of a facilitator to provide facilities required for a child to learn a subject without much difficulty. Along with this responsibility of preparing the child for life by developing certain essential skills.

'Prepare the child for life', must be the slogan or aim of the 21st century. In realizing such an aim, all the facilitators must think about the skills to be developed among the learners along with the subject knowledge and understanding. No doubt, developing life skills will definitely have an impact on the Academic Achievement of the learners.   There is a hue and cry in the country about quality of education and Academic Achievement. Therefore debating regarding the means and ways through which Academic Achievement could be increased becomes very essential. Seldom studies have been conducted to know the interrelationship between the Academic Achievement and other psychological factors.

If at all a student wants to show high academic Achievement, first of all, she must adjust to the school environment and secondly, she should know her own self-that is the self-concept. Knowing one's strengths and weaknesses and adjusting suitably to the prevailing school environment definitely yields best results. Adjustments have direct influence on self-concept of students.

Therefore, it is decided to study the influence of adjustment and self-concept. Hence the percent study is undertaken to get a clear picture of the correlation on adjustment and self-concept of higher secondary students.

Objectives of the Study
1. To find out the level of adjustment of higher secondary students
2. To find out the level of self-concept of higher secondary students
3. To find out whether there is any significant relationship between adjustment and self-concept of higher secondary students

Null Hypothesis
1. The level of adjustment of higher secondary students is average.
2. The level of self-concept of higher secondary students is average.
3. There is no significant relationship between adjustment and self-concept of higher secondary student's average

Methodology

Survey method was adopted for the present study.

Sample

The population is a group of individuals who have one or more characteristics in common that are of interest to the researches. The population may be all the individuals of a particular type or a more restricted past of that group. The population of the study will be consists of higher secondary students of Thiruvenkadam Taluk and particularly XI and XII standards students only.

Tools Used fr the Present Study
1. Adjustment scale was prepared and validated by Ramesh and guide Dr. V. Kasirajan (2017).
2. Self-concept scale was prepared and validated by investigator and guide Dr. V. Kasirajan (2018).

Statistical Techniques Used

The descriptive statistics like, percentage analysis, mean, standard deviation, 't' test and correlation was employed in the present study.

Analysis
Null Hypothesis: 1
   The level of adjustment of higher secondary students is average.

Table 1
Level Of Adjustment Of Higher Secondary Students

Low		Moderate		High	
Count	*%*	*Count*	*%*	*Count*	*%*
43	14.3	216	72.0	41	13.7

   It is inferred from the above table that 14.3% of students have low, 72.0% of them have moderate and 13.7% of them have high level of adjustment of higher secondary students.

Null Hypothesis: 2
The level of level of self-concept of higher secondary student is average.

Table 2
Level Of Self-Concept Of Higher Secondary Students

Low		Moderate		High	
Count	*%*	*Count*	*%*	*Count*	*%*
43	14.3	216	72.0	41	13.7

   It is inferred from the above table that 14.3% of the higher secondary students have low, 72.0% of them have moderate and 13.7% of them have high level of self-concept of higher secondary students.

Null Hypothesis: 3
   There is no significant relationship between adjustment and self-concept of higher secondary students

Table 3
Relationship Between Adjustment And Self-Concept Of Higher Secondary Students

Home Environment		Leadership qualities		$\sum XY$	Calculated 'r' value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$			
1033	7234516	6276325	5552933	6276325	0.344	S

(Table value of 'r' is 0.088, S - Significant)

   It is inferred from the above table that the calculated 'r' value (0.344) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. It shows that there is significant relationship between adjustment and self-concept of higher secondary students.

Major Findings
1.   14.3% of students have low, 72.0% of them have moderate and 13.7% of them have high level of adjustment of higher secondary students.
2.   14.3% of the higher secondary students have low, 72.0% of them have moderate and 13.7% of them have high level of self-concept of higher secondary students.
3.   There is significant relationship between adjustment and self-concept of higher secondary students.

Interpretation
   The 'r' test result shows that there is significant relation between adjustment and self-concept of higher secondary students. Adjustment has manipulated on the self-concept of higher secondary students. This may be due to the fact that adjustment is the reflection of one's self- concept. Acceptance of others is possible just when the person has self–acceptance and his or her self-concept is in alliance with the

individual experiences. Positive self-concept enables the person to have better understanding of other sand provides better interpersonal relation and adjustment. And also those who have high adjustment quality, it will help to develop their own self-concept.

Recommendation
1. The adjustment helps the teachers to know the adjustment pattern of the students, the adjustment amongst female students, and the adjustment pattern amongst female students, how the male and female students adjust with themselves in all the three areas including the emotional, social and educational adjustment. It may be recommended that it is necessary for students to develop proper adjustment right from the adolescent stage.
2. Higher secondary students belonging to the stage of adolescence period where they experiences severe problems which are directly related to their process of physical development, mental development and emotional development and so on. This is also the stage where they need to work out their problems and this can be done along with the help and guidance of the teachers and parents.
3. Self- learning packages, learning through modules prepared by experts in the field may be introduced for the common use of the students to encourage self – learning.
4. The teacher could encourage and help the high school students to set reasonable goals and evaluate realistically.
5. Teaching children to praise themselves helps them to praise others, and praising others often brings praise in return. By learning how to praise others, children will become even better at looking for good things in themselves and in others instead of concentrating on the bad or weak things.
6.   The parents should encourage a positive (but realistic) attitude toward themselves and appreciating the students worth, while at the same time behaving responsibly towards others.
7. Teachers also can promote self-concept by fostering supportive relationships among students. Students' perceptions of their classroom as a caring community are positively related to their academic, social, and global self-concept.
8. The school teacher should provide them with opportunities for success. Given the appropriate tasks based on their age and encourage to completing on their own task

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