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A STUDY ON SELF CONCEPT OF HIGHER SECONDARY STUDENTS

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Abstract

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

Keywords: *Self concept, higher secondary students, Descriptive, Survey method and SPSS.*

Introduction

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

Significance of the Study

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to non-cognitive as well as cognitive development. Earlier general and conventional intelligence was focussed

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

Objectives of the Study

1. To find out the level of Self concept of higher secondary students.
2. To find out the level of Self concept of higher secondary students with respect to gender.
3. To find out the level of Self concept of higher secondary students with respect to residence

Null Hypothesis

1. There is no significant difference in Self concept of higher secondary students with respect to gender.
2. There is no significant difference in Self concept of higher secondary students with respect to residence.

Delimitations

1. The self concept consists for the study.
2. The study was limited only to higher secondary students in Virudhunagar.
3. The sample was limited to 300 higher secondary students.

Methodology

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

Population for the Study

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

Sample for the Study

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

Tool

(i) Self concept scale constructed and validated by investigator and guide (2022).

Statistical Techniques

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

Analysis of Data**Objective: 1**

To find out the level of Self concept of higher secondary students with respect to gender.

Table 1 Level of Self Concept of Higher Secondary Students with Reference to Gender

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

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

Objective: 2

To find out the level of Self concept of higher secondary students with respect to residence.

Table 2 Level of Self Concept of Higher Secondary Students with Reference to Residence

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

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

Null Hypothesis: 1

There is no significant difference in Self concept of higher secondary students with respect to gender

Table 3 Significant Difference between Boy and Girl of Higher Secondary Students in their Self Concept

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

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

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

Null Hypothesis: 2

There is no significant difference in Self concept of higher secondary students with respect to residence

Table 4 Significant Difference between Day-Scholar and Hosteller Higher Secondary Students in their Self Concept

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

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

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

Major Findings

Descriptive Analysis

- 21.3 % of the higher secondary students have low, 59.0 % of them have moderate and 19.7 % of them have high level of Self concept
- 33.3% of the boy students have low, 46.8% of them have moderate and 19.9% of them have high level of Self concept.
- 5.4 % of the girl students have low, 75.2% of them have moderate and 19.4% of them have high level of Self concept.
- 29.3% of higher secondary students who are coming as day-scholars have low, 27.1% of them have moderate and 43.6% of them have high level of Self concept.

Inferential Analysis

- There is no significant difference between boy and girl higher secondary students in their Self concept.
- There is significant difference between day –scholar and hosteller higher secondary students in their Self concept.

Interpretation

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

Recommendations of the Study

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

Suggestions of the Study

The following are the suggestions for further research studies.

1. The study can be extended by adopting other ways of quantitative analysis techniques viz., path analysis, factor analysis etc., which are the extensions of regression analysis to do the in-depth analysis of Academic Achievement.
2. The study can be extended by adopting mixed approach of qualitative research methods as well as quantitative to know more reasons for the significant predictors in predicting academic achievement of secondary students.

Conclusion

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

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ATTITUDE TOWARDS TOTAL QUALITY MANAGEMENT OF SCHOOL TEACHERS

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Abstract

The focus of present study was to ascertain the influence of Attitude Towards Total Quality Management of School teachers. Descriptive survey method was used to conduct the study. The sample comprises of 300 school teachers acquired from twenty eight higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of attitude towards total quality management of school teachers is moderate in Virudhunagar district. The findings reveal that there is significant difference between male and female school teachers in their attitude towards total quality management.

Key words: *Total Quality Management, School teachers, Descriptive, Survey method.*

Introduction

Learning is the true imperishable riches; all other things are not riches. A man without education is like a marble in a quarry which does not shows its inherent beauty till the skill of a polisher fetches out all its beauty. (Naik 1968). The teacher is a social engineer. He should be a good leader; a democratic leader. He should have a positive attitude towards his profession. So, he should go to the class punctually and with adequate preparation. Sir John Adams (1980) describes the teacher as a “maker of man” (P.60). The teacher must be a lover of his pupils. The sense of prestige is very important and impressive to young minds. ‘True light enlightens’ is a saying indebted to its Sanskrit Origin ‘Paramorphic deepa pradeepa yethe’. It is knowledge that enlightens man. True knowledge brings enlightenment and self-realisation. The light of knowledge has been carried by Teachers, ever since the beginning of man’s attempt to conquer the realm of knowledge. Teaching has been an enlightening process. Teaching was not identified to be a separate job in the advent of history and there were no ‘Teachers’ as we address now. Teaching and preaching were concomitant processes; carried by the same person – the priest. The old ‘Gurukula system’ in India and emerged thus. The early gurus were religious authorities. They were glorified Teachers too. The nobility which we attribute to education now, owes much to them. In the guru tradition, the teacher was a person dedicated to high calling and well revered for it. He was honoured and loved for his wisdom and his teaching. He was a privileged person. Many had passed along the path paved by those gurns. Education has put on the halo of its modernity starting from Rousseau who launched a revolution in education and afterwards from Pestalzzi, Herbert, Froebel, Tagore etc. Teaching has become an endowment blended with scientific approach and artistic manifestation by their effort. Thus teaching gained the glory of being a noble profession descended from great.

Significance of the Study

In the context of emerging global competitiveness, there is an immediate need for improvement in quality of education, both of the Teachers and the students. Quality is all the more necessary at the elementary stage of education as it involves the initial period of a child’s education, small steps which sets up the tone for his/her long journey to educate him/herself. It is the success at this stage that determines the

distance that an individual will travel on the road to educate self. Teacher education has been identified as the single 24 most important factor in bring improvement in quality of education and same is true for elementary education but the alarming state of Teacher Education in the country is reflected in the fact that, in recent years, the majority of graduates that have appeared for the central Teacher Eligibility Test (TET) have failed to demonstrate even the most basic knowledge base expected from a teacher (Unicef, 2015). Therefore, it would be safe to say that although the number of teacher education institutes has phenomenally increased in the past few years, the same cannot be said of the quality of these institutes. Of late, the quality of these institutes them self is being questioned, with many experts stressing the need for immediate quality improvement of these institutes. However, the prerequisite to quality improvement and management is quality assessment. 48 The quality of education is often assessed in terms of examination results. This method is not a true measure of quality as the examination system in India is limited in scope and coverage. One of the useful approach is to assess the total quality of the institutes of teacher education, covering various facets of quality in teacher education, not only in terms of outcomes but also in terms of inputs and the processes, giving due importance to the views of the major stakeholder

Objectives of the Study

1. To find out the level of Attitude towards total quality management of school teachers.
2. To find out the level of Attitude towards total quality management of school teachers with reference to gender

Hypothesis

1. There is no significant difference between male and female school teachers in their attitude towards total quality management.
2. There is no significant difference between rural and urban school teachers in their attitude towards total quality management.

Methodology

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

Population for the Study

The population of the present study is the high secondary students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 250 students from the population of school teachers at higher secondary level in Virudhunagar district of Tamilnadu.

Tool

Attitude towards total quality management Scale prepared and validated by investigator and the guide

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Objective: 1

To find out the level of Attitude towards total quality management of school teachers.

Table 1 Level of Attitude Towards Total Quality Management of School teachers

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Attitude towards total quality management	105	35	112	37.3	83	27.7

It is inferred from the above table that 35.0% of the school teachers have low, 37.3% of them have moderate and 27.7% of them have high level of attitude towards total quality management.

Objective: 2

To find out the level of Attitude towards total quality management of school teachers with reference to gender.

Table 2 Level of Attitude Towards Total Quality Management of School Teachers with Reference to Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	44	38.9	36	31.9	33	29.2
Female	61	32.5	76	40.6	50	26.7

It is inferred from the above table that, 38.9% of the male school teachers have low, 31.9% of them have moderate and 29.2% of them have high level of Attitude towards total quality management. 32.5 % of the female school teachers have low, 40.6% of them have moderate and 26.7% of them have high level of Attitude towards total quality management.

Hypothesis No. 1

There is no significant difference between male and female school teachers in their attitude towards total quality management.

Table 3 Difference between Male and Female School Teachers in their Attitude Towards Total Quality Management

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	113	79.88	10.714	2.258	S
Female	187	82.28	7.596		

It is inferred from the above table that calculated 't' value (2.258) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female school teachers in their attitude towards total quality management.

Null Hypothesis: 2

There is no significant difference between below 25 and above 25 school teachers in their attitude towards total quality management.

Table 4 Difference between Below 25 and Above 25 School Teachers in their Attitude Towards Total Quality Management

Age	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Below 25	78	79.17	10.506	2.556	S
Above25	222	82.15	8.232		

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

It is inferred from the above table that calculated 't' value (2.556) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between below 25 and above 25 school teachers in their attitude towards total quality management.

Major Findings

1. The majority of the school teachers belong to the moderate level of attitude towards total quality management.
2. The majority of the male and female belong to the moderate level of quality management of school teachers.
3. There is significant difference between rural and urban school teachers in their attitude towards total quality management

Interpretation

1. The finding of present study shows that there is significant difference between male and female school teachers in their attitude towards total quality management. Female school teachers (82.28) are better than male school teachers (79.88) in their attitude towards total quality.
2. The finding of current study concludes that there is significant difference between rural and urban school teachers in their attitude towards total quality management. Rural school teachers are better than school teachers in their attitude towards total quality management

Suggestions of the Study

The present study gives a clear-cut view about the present position of attitude towards total quality management of school teachers. Based on the important findings stated earlier, the following recommendations are suggested:

- A comparative study on total quality of management and leadership traits of high school pg teachers
- A study on relationship between emotional intelligence and leadership style among the higher secondary teacher.
- A study on relationship between emotional intelligence and total quality of management of the tamil nadu.
- Relationship between total quality of management and spiritual leadership among the higher secondary teachers.

Recommendations

1. Group activities and team work which help teacher to develop control over their emotions and handle relationships should be encouraged.
2. It is important for teachers the importance of total quality management by being emotionally expressive towards them.
3. There is a need to infiltrate lessons of total quality management into the fabric of school life, in order to help counter violence and other pitfalls that prevent children from growing into productive satisfied adults.
4. It is important for teachers to be total quality management themselves, possess higher emotional intelligence and help to maintain a sound emotional tone in the school.

Conclusion

One of the most famous examples of total quality management is toyota implemented kanban system to make its assembly line more efficient. the company decided to keep just enough inventories to fulfill customer orders as they were generated. the importance of quality has been in the past and this will march into the future and remain as key strategic importance to the librarianship. but the ultimate goal in obtaining highest quality products and services remain as an integral part of pg teachers ethos and no matter what modem management tools do we apply in search of 'quality.

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A STUDY ON LEADERSHIP QUALITY OF HIGH SCHOOL STUDENTS

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Abstract

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

Keyword: *Leadership quality, high school students, Descriptive, Survey method and SPSS.*

Introduction

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

Significance of the Study

Education aims at the harmonious development of students. The development in terms of cognitive, affective and psychomotor is to be maximized. The trend has shifted from mere cognitive development to

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

Objectives of the Study

1. To find out the level of Leadership quality of high school students.
2. To find out the level of Leadership quality of high school students with respect to gender.
3. To find out the level of Leadership quality of high school students with respect to residence

Null Hypothesis

1. There is no significant difference in Leadership quality of high school students with respect to gender.
2. There is no significant difference in Leadership quality of high school students with respect to residence.

Delimitations

1. The leadership quality consists for the study.
2. The study was limited only to high school students in Virudhunagar.
3. The sample was limited to 300 high school students.

Methodology

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

Population for the Study

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

Sample for the Study

The sample size is 300 high and high school students from 10 schools in Virudhunagar district.

Tool

1. Leadership quality scale constructed and validated by investigator and guide (2022).

Statistical Techniques

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

Analysis of Data**Objective: 1**

To find out the level of Leadership quality of high school students with respect to gender.

Table 1 Level of Leadership Quality of High School Students with Respect to Gender

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

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

Objective: 2

To find out the level of Leadership quality of high school students with respect to residence.

Table 2 Level of Leadership Quality of High School Students with Respect to Residence

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

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

Null Hypothesis: 1

There is no significant difference in Leadership quality of high school students with respect to gender

Table 3 Difference in Leadership Quality of High School Students with Respect to Gender

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

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

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

Null Hypothesis: 2

There is no significant difference in Leadership quality of high school students with respect to residence

Table 4 Difference in Leadership Quality of High School Students with Respect to Residence

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

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

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

Major Findings

Descriptive Analysis

- 17.4% of the male students have low, 67.4% of them have moderate and 15.3% of them have high level of Leadership quality of high school students.
- 13.5% of the female students have low, 67.9% of them have moderate and 18.6% of them have high level of Leadership quality of high school students.
- 21.8 % of the day-scholar students have low, 61.7% of them have moderate and 16.5% of them have high level of Leadership quality of high school students.
- 10.2% of the hosteller students have low, 72.5% of them have moderate and 17.4% of them have high level of Leadership quality of high school students.

Inferential Analysis

- There is a significant difference in Leadership quality of high school students with respect to gender.
- There is a significant difference in Leadership quality of high school students with respect to residence.

Interpretation

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

Recommendations of the Study

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

Suggestions of the Study

The following are the suggestions for further research studies.

1. The study can be extended by adopting other ways of quantitative analysis techniques viz., path analysis, factor analysis etc., which are the extensions of regression analysis to do the in-depth analysis of Academic Achievement.
2. The study can be extended by adopting mixed approach of qualitative research methods as well as quantitative to know more reasons for the significant predictors in predicting academic achievement of secondary students.

Conclusion

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

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A STUDY ON THE LEVEL OF TIME MANAGEMENT OF SENIOR SECONDARY STUDENTS

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Abstract

The study aimed to examine the level of time management skills among senior secondary students and to analyze the development of these skills in relation to various demographic variables. A survey method was employed to collect data from a sample of 200 senior secondary students, randomly selected from six schools in Srivilliputtur Taluk. A structured questionnaire, based on the objectives of the study, was used to gather information. The Time Management Scale (2023), developed and standardized by the investigators, was utilized to assess the students' time management skills. Data analysis was conducted using statistical tools such as Mean, Standard Deviation, t-test, and ANOVA. The results revealed that the overall level of time management skills among the students was average. Additionally, significant differences were found in time management skills with respect to gender, with female students demonstrating better time management abilities than their male counterparts. The findings highlight the need for targeted interventions to enhance time management skills, particularly among male students, and emphasize the importance of gender-sensitive approaches in developing these essential life skills.

Introduction

Time management is a crucial skill for students in today's fast-paced world. Effective time management allows students to balance academic responsibilities, extracurricular activities, and personal pursuits. It also contributes to better academic performance and reduced stress. Senior secondary students, being at a critical stage in their academic journey, must develop strong time management skills to excel in their studies and prepare for future challenges.

Effective time management involves setting priorities, organizing tasks, and utilizing available time efficiently. Research highlights the importance of time management as a predictor of academic success and overall well-being. With this background, the investigators conducted the study titled "A Study on the Development of Time Management among Senior Secondary Students."

Objectives of the Study

- To determine the level of time management skills among senior secondary students.
- To determine the level of time management skills among senior secondary students with respect to gender.
- To examine the differences in time management skills among senior secondary students with respect to gender.

Hypotheses of the Study

1. The level of time management skills among senior secondary students is average.
2. There is no significant difference in time management skills among senior secondary students with respect to gender.
3. There is no significant difference in time management skills among senior secondary students with respect to gender.

Methodology

The survey method was employed to collect data from senior secondary students in Srivilliputtur Taluk. A total of six schools were randomly selected, and 200 students formed the sample. Simple random

sampling was used to ensure the representation of various demographic groups. The Time Management Scale (2023), developed and standardized by the investigators, was used to assess the time management skills of the participants. Statistical techniques such as Mean, Standard Deviation, t-test, and ANOVA were employed to analyze the data.

Analysis of the Study

1. The Level of time management skills among senior secondary students

Table 1 Level of Time Management Skills

Low		Moderate		High	
Count	%	Count	%	No.	%
30	15	120	60	50	18.0

15% of the students had low time management skills, 60% had moderate skills, and 25% had high levels of time management skills.

2. The level of time Management Skills among senior secondary students with respect to gender

Table 2 Time Management Skills Based on Gender

Variable	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
Time management	Male	18	18.4	65	66.3	15	15.3
	Female	12	11.8	55	54.9	35	33.3

Among male students, 18.4% exhibited low time management skills, 66.3% were moderate, and 15.3% were high. For female students, 11.8% had low, 54.9% moderate, and 33.3% high time management skills.

3. There is no significant difference in time management among senior secondary students with gender.

Table 3 Significant Difference in Time Management of Senior Secondary Students with Reference to Gender

Variable	Gender	N	Mean	SD	Calculated 't'-Value	Remarks at 5% level
Time management	Male	98	28.15	3.21	2.78	S
	Female	102	30.24	2.98		

(At 5% level the significant table value 't' is 1.98)

The calculated t-value (2.78) exceeds the table value (1.98) at the 5% level of significance, indicating there is a significant difference in time management skills between male and female students.

Findings of the Study

- 15% of senior secondary students had low time management skills, 60% had moderate skills, and 25% had high skills.
- Female students demonstrated better time management skills compared to male students, with a higher percentage achieving high levels of time management.
- There were significant differences in time management skills among students with respect to gender.

Educational Implications

- School administrators and teachers can design orientation programs and workshops on time management for students, especially targeting male students and those in the commerce stream.
- Guidance counselors can provide personalized coaching to students with low time management skills to help them improve.
- The findings suggest that female students demonstrate better time management skills than their male counterparts. Educators should consider incorporating gender-sensitive approaches that address the unique needs of male students in developing time management skills. Tailored interventions, such as workshops or guidance sessions, could help improve the time management abilities of male students.
- The curriculum should be designed in a way that promotes the development of time management skills in all students, with particular attention to the areas where male students may struggle. Structured activities, assignments, and projects that require careful planning and time allocation can help foster these skills across genders.
- Educational institutions can encourage self-discipline and self-regulation among students. Female students, who show stronger time management skills, can be role models for male students, helping to create a supportive peer-learning environment. Peer mentoring programs could be established where female students guide male students in improving their organizational and time management abilities.
- To improve time management skills, both male and female students can benefit from using digital tools and apps for planning, prioritizing tasks, and setting deadlines. Educational institutions could integrate time-management software and mobile apps into their training programs to promote these skills.
- It would be beneficial for institutions to offer time management workshops specifically targeting male students. These workshops could focus on strategies for task prioritization, effective scheduling, and overcoming procrastination, ultimately aiming to bridge the gap in time management skills between genders.
- Counseling services can offer individualized guidance to students struggling with time management, particularly male students. Offering support through mentoring, goal setting, and stress management can enhance their ability to manage time effectively, leading to improved academic performance.
- Encouraging parents to become involved in their children's education, especially in terms of managing time for academic work and extracurricular activities, can be an essential factor. Parents of male students, in particular, could be encouraged to assist in fostering positive time management habits from an early age.

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WORK CULTURE AND OCCUPATIONAL STRESS OF HIGHER SECONDARY SCHOOL TEACHERS

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Abstract

The present study is entitled as “Work culture and Occupational Stress of Higher Secondary School Teachers”. The purpose of the present study was to find out the Work culture and Occupational Stress of Higher Secondary School Teachers. The research type was a survey method, which consists of purposive sampling of 300 higher secondary school teachers in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and ‘t’-test. The majority of the Higher Secondary School Teachers have moderate level of Occupational Stress and Work culture.

Keywords: *Work culture, Occupational Stress, higher secondary school teachers and simple random sampling technique.*

Introduction

It is modern time’s teacher is enveloped with Occupational Stress of various types. When the teachers do not get proper cooperation from all the concerns that is on the profession side and on the other side from the students and their guardians. Then the feelings of great dissatisfaction besides the stress are bound to manifest itself, which proves to be harmful for his/her teaching work and commitment. The unhappy occurrence of pressure causes stress and can make the teacher rather worse. The primary level, the root of education is facing very harsh problems as concept of facts. In order to remove them, professionally committed teachers are required. Work culture plays a decisive role in effective teaching. The more a teacher is committed, the more he would acquire competencies and the more he would tend to be a performing teacher. Professional committed teachers are required in order to increase the quality of higher education. This fact motivated to the researcher to study the effect of Work culture on teachers’ effectiveness. Only Professionally Committed teachers inculcate above-described traits among students. Teachers can facilitate learning by molding the behavior they expect learners to demonstrate in every aspect of life.

Significance of the Study

Occupational stress is an attribute desired in teachers and underlies the quality of education, an investigation of the level a kind of commitment of teachers would make significant contributions to the field of education. In India, the teaching community has maligned the profession of teaching so much in recent years that there has been a decline of respect to teachers of all the categories irrespectively of primary, secondary or higher ones. Teachers have been criticized for not improving their professional competence and showing a sense of dedication to their work. Though they are being given handsome salary. It is also felt that the teaching community of this country as a whole has not been able to exercise their moral authority and commitment to their students, in shaping the destiny of the coming generation. Specifically, the criticism in relation to Home Science in higher education, is that the curriculum content is still not

indigenous, indicating a lack of research and concern to make home science education relevant to the needs of the Indian society.

Teachers are very essential for the development of the nation. Teachers' Work culture is closely associated with occupational stress. Therefore, the present study has need and importance

Objectives of the Study

1. To find the level of occupational stress of higher secondary school teachers.
2. To find the level of Work culture of higher secondary school teachers.

Null Hypotheses

1. There is no significant difference in Work culture of higher secondary school teachers with respect to gender.
2. There is no significant difference in occupational stress of higher secondary school teachers with respect to gender.
3. There is any significant relationship between occupational stress and Work culture of school teachers.

Delimitations

- The present study is confined to the higher secondary school teachers working in Virudhunagar district.
- The present study is also confined to some selected demographic variables such as gender, locality of school, marital status, residence, type of school and nature of school.
- The sample size is 250.

Methodology

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

Population for the Study

The population for the present study is higher secondary school teachers in Virudhunagar district.

Sample for the Study

The sample size is 300 is higher secondary school teachers from 29 schools in Virudhunagar district

Tool

1. Occupational Stress inventory prepared and validated by investigator and guide.
2. Work culture scale constructed and validated by the investigator and the guide.

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Objective

To find out the level of Work culture of higher secondary school teachers.

Table 1 Level of Work Culture of Higher Secondary School Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
120	40.0	135	45.0	15.0	20.0

It is inferred from the above table that, 40.7% of higher secondary school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of Work culture of school teachers.

Objective: 2

To find out the level of occupational stress of higher secondary school teachers.

Table 2 Level of Occupational Stress of Higher Secondary School Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
122	40.7	118	39.3	60	20.0

It is inferred from the above table that, 40.7% of higher secondary school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of occupational stress of school teachers.

Null Hypothesis: 1

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

Table 3 Difference between Male and Female Students' Teachers in their Work culture

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	62.329	11.5343	3.736	S
Female	157	67.452	12.1557		

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

It is inferred from the above table that calculated 't' value (3.736) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is no significant difference between male and female higher secondary school teachers in their Work culture.

Null Hypothesis: 2

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

Table 4 Difference between Male and Female Higher Secondary School Teachers in their Occupational Stress

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	54.741	6.1102	2.141	S
Female	157	56.529	6.6646		

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

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

Null Hypothesis: 3

There is no significant relationship between occupational stress and Work culture of higher secondary school teachers.

Table 5 Relationship between Occupational Stress and Work Culture of Higher Secondary School Teachers

Occupational Stress		Work Culture		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
7703	59336209	19503	380367009	150231609	0.098	NS

(Table value of 'r' is 0.113, NS – Not Significant)

It is inferred from the above table that the calculated 'r' value (0.098) is less than the table value (0.113) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between occupational stress and Work culture of school teachers.

Major Findings

1. 40.7% of higher secondary school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of Work culture.
2. 40.7% of higher secondary school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of occupational stress.
3. There is a significant difference between male and female higher secondary school teachers in their Work culture.
4. There is a significant difference between male and female higher secondary school teachers in their occupational stress.
5. There is no significant relationship between occupational stress and professional commitment of higher secondary school teachers.

Interpretation

1. The finding of study result concludes that there is significant difference between male and female higher secondary school teachers in their Work culture. Female students (67.45) are better than male students (62.23) in their Work culture. It has been found that the effect of gender is in favor of males. In other words, females have higher level of commitment than males.
2. Female (26.52) are better than male (24.74) of higher secondary school teachers in their occupational stress. This is may be due to fact that Females were reported to be more occupational stress higher secondary school teachers than their male counterparts.

Suggestions of the Study

The following are the suggestions for further research studies.

1. Teachers' occupational stress as a function of work commitment, work adjustment and religiosity.
2. Influence of coronary diseases on health and occupational stress of teachers'. Relationship between principal leadership styles and teachers' occupational stress.
3. Locus of control and its correlation with teachers' occupational stress.

Recommendations of the Present Study

1. The management can give decent salary and various benefits to its faculty members to induce voluntary participation in curricular and co-curricular activities.
2. Teachers should be involved in formulating school policies. This will enhance their morale and help them in better connection with the job thereby improving attitude towards job satisfaction.
3. Regular seminars and lectures from experts are to be organised on profession satisfaction and Work culture.

Conclusion

The present study reveals that the higher secondary school teachers are having high Occupational stress and high Work culture. The study reveals that there is a significant relationship between Occupational stress and their Work culture. So we may infer that the Occupational stress and Work culture are interrelated with one another. If one who wants to improve their Occupational stress or Work culture, they must develop either one. The future teachers must keep in mind that their maturity helps the students become good citizens of our nation.

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