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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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Affiliated to Tamil Nadu Teachers Education University, Chennai)**

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A STUDY ON EMPLOYABILITY SKILLS OF UNDERGRADUATE ARTS AND SCIENCE STUDENTS

¹ Dr.A.R.AnandhaKrishnaveni² P.Manjula**Abstract**

The study of employability skills among arts and science students explores various abilities of people including basic skills, higher-order thinking skills and affective skills. At present situation that there is a gap between the skills expected by the industry and actual skills possessed by the candidates. Employability skills should be well equipped or developed among the undergraduate arts and science students, so that they can get the job easily. The research design used for this study is descriptive study. Sampling technique adopted for the study is simple random sampling. The data were collected through questionnaire. The Employability skills questionnaire developed by Cotton (2001) is used in the study. The questionnaire consists of 45 items. It has been found that large percentage of undergraduate arts and science students have average employability skills.

INTRODUCTION

The employability skills, the whole armour to be put on by the students who has to withstand the environmental changes in the form of technology, culture and other social issues cannot be infused to the students by force, but one must have the heart and mind prepared to receive it and reap the benefits of that. Lack of employability skill is the reason for unemployment, at the same time, lack of awareness of employability skills is the outcome for lack of employability skills. Keeping the aforesaid issue, the research is conducted to find out the ways and means the student come across the employability skills, because before sowing the seeds called employability skills there must be the sources to get informed about the skills. The sources taken into account in this study for informing the students about the employability skills - are the Professors, Teachers, Parents, Passed out students, Friends and Media.

The factors influencing the employability skills and the sources of acquiring the employability skills would be incomplete if the strategies to impart the employability skills are not considered. The aforesaid issues of employability skills are discussed and the same is analysed in the opinion of the students. The skills which are considered as the fine tuning elements in the career of the youth, needs careful attention by the stakeholders of education. The transition phase of imparting the skills needs the watchful efforts, because this is the stage, the hindrances like deterioration in quality, misconception, prolonging, unsuitable methods and the environmental pressures would intervene and change the real spirit of skill development.

Significance of the Study

“A degree alone is not enough. Employers are looking for more than just technical skills and knowledge of their subject. They particularly value skills such as communication, team working and problem solving. Job applicants who can demonstrate that they have developed these skills will have areal advantage”. Really, Education is considered to have the potential to effect change in the system of social stratification. Education system in India comes across through various phases. Initially, Education was adhered by few segments especially, the buds of rulers. But present education system faces tremendous changes and offers its yield to all segments irrespective of caste, religion, race etc., so, the scope of education system is wider enough to cater the needs of students.

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Now, Government provides more importance to higher education through several statutory bodies such as UGC, AICTE, Medical Councils, and Bar Councils and so on, so as to equip the students to enrich their skills towards employment. Since college level education has incorporated these skills in the syllabus, this will certainly help students develop their employability skills and it will make them to create as job generators. Thus, the present research tries to study the employability skills among arts and science college students.

Operational Definitions

1. Employability Skills

Employability Skill is defined as the ability to carry out the tasks and duties of a given job.

2. Undergraduate arts and Science Students

After completion of school education the students studying in arts and science colleges are called as undergraduate arts and science students.

Objectives of the Study

To find out the level of employability skills and its dimensions of arts and science students with respect to branch of study and year of study.

Methodology

The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 500 undergraduate arts and science students selected from 5 colleges. The Employability skills questionnaire developed by Cotton (2001) is used in the study. It has three dimensions such as basic skills, higher-order thinking skills and affective skills. Each dimension has 15 statements. The questionnaire consists of 45 items. Each item has rated on a five point scale.

Hypotheses of the Study

The level of employability skills and its dimensions of arts and science students is average with respect to branch of study and year of study.

Percentage Analysis

Hypothesis: 1

The level of employability skills and its dimensions of arts and science students with respect to branch of study is average.

Table 1 Level of Employability Skills and its Dimensions among Undergraduate Arts and Science Students with Respect to Branch of Study

| Dimensions /Variable | Branch of Study | Low | | Average | | High | |
|------------------------------|-----------------|-----|------|---------|------|------|------|
| | | N | % | N | % | N | % |
| Basic Skills | Arts | 80 | 36 | 105 | 48 | 35 | 16 |
| | Science | 74 | 27 | 155 | 55 | 51 | 18 |
| Higher-Order Thinking Skills | Arts | 52 | 23.6 | 107 | 48.6 | 61 | 27.7 |
| | Science | 88 | 31.4 | 147 | 52.5 | 45 | 16 |
| Affective Skills | Arts | 54 | 24.5 | 92 | 41.8 | 74 | 33.6 |
| | Science | 59 | 21.1 | 152 | 54.3 | 69 | 24.6 |
| Total Employability Skills | Arts | 87 | 39.5 | 94 | 42.7 | 39 | 17.7 |
| | Science | 86 | 30.7 | 147 | 52.5 | 47 | 16.8 |

From the table 1 it is observed that large percentage of undergraduate arts and science students have average level of basic skills (48%), higher-order thinking skills (48.6%), affective skills (41.8%) and total employability skills (42.7%).

From the table 1 it is observed that large percentage of undergraduate science students have average level of basic skills (55%), higher-order thinking skills (52.5%), affective skills (54.3%) and total employability skills (52.5%).

From the interpretation it is clear that large percentage of arts and science undergraduate students have average employability skills. Hence the hypothesis is accepted.

Hypothesis: 2

The level of employability skills and its dimensions of arts and science students with respect to year of study is average.

Table 2 Level of Employability Skills and its Dimensions among Undergraduate Arts and Science Students with Respect to Year of Study

| Dimensions /Variable | Year of Study | Low | | Average | | High | |
|------------------------------|------------------------|-----|------|---------|------|------|------|
| | | N | % | N | % | N | % |
| Basic Skills | I st year | 40 | 27 | 77 | 51 | 33 | 22 |
| | II nd year | 61 | 34 | 69 | 39 | 50 | 27 |
| | III rd year | 65 | 38 | 87 | 51 | 18 | 11 |
| Higher-Order Thinking Skills | I st year | 41 | 27 | 83 | 55 | 26 | 18 |
| | II nd year | 35 | 22 | 93 | 55 | 26 | 18 |
| | III rd year | 31 | 18.2 | 98 | 57.6 | 41 | 24.1 |
| Affective Skills | I st year | 44 | 29 | 90 | 60 | 16 | 11 |
| | II nd year | 55 | 32 | 81 | 48 | 34 | 20 |
| | III rd year | 58 | 34.1 | 84 | 49.4 | 28 | 16.5 |
| Total Employability Skills | I st year | 25 | 16 | 88 | 59 | 37 | 25 |
| | II nd year | 70 | 39 | 91 | 48 | 19 | 13 |
| | III rd year | 57 | 33.5 | 69 | 40.6 | 44 | 25.9 |

From the table 2 it is observed that large percentage of Ist year undergraduate arts and science students have average level of basic skills (51%), higher-order thinking skills (55%), affective skills (60%) and total employability skills(59%).

From the table 2 it is observed that large percentage of IInd year undergraduate arts and science students have average level of basic skills (39%), higher-order thinking skills (55%), affective skills(48%) and total employability skills (48%).

From the table 2 it is observed that large percentage of IIIrd year undergraduate arts and science students have average level of basic skills (51%), higher-order thinking skills (57.6%), affective skills (49.4%) and total employability skills (40.6%).

From the interpretation it is clear that large percentage of undergraduate arts and science students have average employability skills. Hence the hypothesis is accepted.

Findings of the Study

The level of employability skills and its dimensions of arts and science students is average with respect to branch of study and year of study.

Conclusion

The study concluded that the educators need to integrate the employability skills into courses and work more closely with the employers to complement the academic learning while to society and policy makers need to ensure that they have the right data to make decisions and the stimulate economy and

foster the job creation and also ensure young people have skills which employers expect and link education with business. The curriculum is still focused on academic rather than the experiential learning. Soft skills are must to enhance the career in today's world of work but unfortunately very few educational institutes have realized this. Focus should be more on the industrial training, live projects, mentorship programs with industry experts and interest alignment. Self-awareness and personality development helps the students to be authentic and successful. Most importantly students should be given the career guidance at an early stage to identify their strengths and discover their areas of passion before deciding a career.

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PARENTAL INVOLVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS

¹Dr.B.Ranjanie²T.Jeyapandi**Abstract**

The purpose of this study was to find out the level of parental involvement of higher secondary school students. Totally 300 students were taken as samples for the analysis. The investigator had adopted the Parental involvement inventory was prepared and validated by Mr.Anbalagan (2017). This tool consists of 45 items. The result indicated that the level of parental involvement of higher secondary school students is moderate with regard to gender and type of family. Also, the researcher found that there is a significant difference between higher secondary students with regard to their gender.

Introduction

Parental involvement is the contribution of parents in every facet of children's education and evolution from birth to adulthood, accept that parents are the primary influence in children's lives. Parental involvement refers to several different forms of participation in education and with the school. Parents can support their children's schooling by manage school functions and greet to school obligations. They can become more complex in helping their children improve their schoolwork. Parents should provide encouragement, arranging for appropriate study time and space, modelling desired behaviours (such as reading for pleasure), reading with their children, supporting their work on homework, assignments and tutoring them using materials and instruction.

Significance of the Study

Education is a process of living through a continuous rebuilding of experience. It is the development of all those capacities in the individual, which will enable him to control his environment and fulfil his possibilities. Through education, a person attains all-round development. For the success of education, Teaching-Learning should go hand in hand with the schedule of learner-centered (Saravanakumar AR, 2016). This type of curriculum is task-oriented to enrich their innate potentialities and capacities. It is highly possible if learning happens. Parental involvement deals with parenting skills in parent-child interactions, providing housing, health, nutrition, safety and home conditions to support study and providing information to schools to know their child. Parental involvement is most successful when is viewed, practised, and promoted as a partnership between the home and school. Parents are the first teacher to their children, and it has become an enormous responsibility for them to bring up in the right direction from home. The utterance of numbers, letter sounds and later into meaningful lexical and semantic grows right from home with their parents. These sequential learning of a child would have taken through positive parent-child interactions and other scaffoldings. Parental involvement, even at the later schooling age of a child, still plays more significant role pertaining to their development holistically. The investigators studied how far parental involvement involves in academic achievement of students with deviant behaviours. The parental involvement duly depends upon the perception of parents, school life and home life and perception of neighbourhoods.

Operational Definitions**➤ Parental involvement**

Parental involvement means which is a set of involvements such as parenting, communicating, volunteering, learning at home, decision making and community involvement.

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➤ Higher Secondary Students

In this study, higher secondary students refer to the students who are studying in XI and XII standard in schools of Thirumangalam Taluk.

Objectives of the Study

- To out the level of Parental involvement of higher secondary students with respect to gender and type of family.
- To find out whether there is any significant difference in Parental involvement of higher secondary students with respect to gender and type of family.

Methodology

Normative survey method is adopted in this study. The sample for the present study consists of 300 higher secondary school students from 9 schools in Thirumangalam Taluk by simple random sampling method. In the present study the investigator had adopted the Parental involvement inventory was prepared and validated by Mr.Anbalagan (2017). This tool consists of 45 items. Each item measures the study of parental involvement of respondent. Each item has answered by choosing any one of the following options such as yes, Sometimes, and No.

Percentage Analysis

Objective : 1

To find out the level of Parental involvement of higher secondary students with reference gender.

Table 1 Level of Parental Involvement of Higher Secondary Students with Reference to Gender

| Gender | Low | | Moderate | | High | |
|--------|-----|------|----------|------|------|------|
| | No. | % | No. | % | No. | % |
| Male | 25 | 16.3 | 91 | 59.5 | 37 | 24.2 |
| Female | 43 | 29.3 | 81 | 55.1 | 23 | 15.6 |

It is reduce from the above table that 16.3% of the male students have low, 59.5% have a moderate and 24.2% have a high level in Parental involvement of higher secondary students. 29.3% of the female students have low, 55.1% have a moderate and 15.6% have a high level in Parental involvement of higher secondary students.

Objective: 2

To find out the level of Parental involvement of higher secondary students with reference to the type of family.

Table 2 Level of Parental Involvement of Higher Secondary Students with Reference to the Type of Family

| Type of Family | Low | | Moderate | | High | |
|----------------|-----|------|----------|------|------|------|
| | No. | % | No. | % | No. | % |
| Nuclear | 28 | 14.1 | 137 | 68.8 | 34 | 17.1 |
| Joint | 40 | 39.6 | 35 | 34.7 | 26 | 25.7 |

It is re from the above table that 14.1% of students who come from nuclear family have low, 68.8% of them have moderate and 17.1% of them have a high level of Parental involvement of higher secondary students. 39.6% of students who come from the joint family have low, 34.7%of them have moderate and 25.7%of them have a high level of Parental involvement higher secondary students.

Null Hypothesis:1

There is no significant difference between male and female higher secondary students in their Parental involvement.

Table 3 Difference between Male and Female of Higher Secondary Students in their Parental Involvement

| <i>Gender</i> | <i>N</i> | <i>Mean</i> | <i>SD</i> | <i>Calculated 't' value</i> | <i>Remarks at 5% level</i> |
|---------------|----------|-------------|-----------|-----------------------------|----------------------------|
| Male | 153 | 1.95722 | 33.56444 | 2.251 | S |
| Female | 147 | 1.86972 | 33.78648 | | |

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

It is deduced from the above table that calculated 't' value (2.251) 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 a significant difference between male and female higher secondary students in their Parental involvement.

Null Hypothesis: 2

There is no significant difference between nuclear and joint family of higher secondary students in their Parental involvement.

Table 4 Difference between Nuclear and Joint Family Higher Secondary Students in their Parental Involvement

| <i>Type of Family</i> | <i>N</i> | <i>Mean</i> | <i>SD</i> | <i>Calculated 't' value</i> | <i>Remarks at 5% level</i> |
|-----------------------|----------|-------------|-----------|-----------------------------|----------------------------|
| Nuclear | 199 | 1.92692 | 30.26672 | 0.902 | NS |
| Joint | 101 | 1.88952 | 40.16550 | | |

(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 (0.902) 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 Nuclear and joint family of higher secondary students in their Parental involvement.

Findings of the Study

- 16.3% of the male students have low, 59.5% have a moderate and 24.2% have a high level in Parental involvement of higher secondary students. 29.3% of the female students have low, 55.1% have a moderate and 15.6% have a high level in Parental involvement of higher secondary students.
- 14.1% of students who come from nuclear family have low, 68.8% of them have moderate and 17.1% of them have a high level of Parental involvement of higher secondary students. 39.6% of students who come from the joint family have low, 34.7% of them have moderate and 25.7% of them have a high level of Parental involvement higher secondary students.
- There is a significant difference between male and female higher secondary students in their Parental involvement.
- There is no significant difference between Nuclear and joint family of higher secondary students in their Parental involvement.

Conclusion

Developing proper parental involvement is the objective of education during adolescence. As the parental involvement is constructed by one's conscious reflection, the educators and parents should provide experiences that students can master rather than attempting to boost parental involvement directly through other means. It is the responsibility of the teachers and school to facilitate adjustment and learning. In this research, the findings of the study will be helpful for the teachers and curriculum planners to work out innovative strategies for improving the parental involvement of the students.

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**RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC
ACHIEVEMENT OF HIGHER SECONDARY STUDENTS**

¹ Dr.T.S.Reena Ruby² M.Poomathi**Abstract**

Emotion is a moved or stirred up state of an organism. It is a mix up of feeling that is the way it appears to the individual himself/herself. It is a disturbed muscular and glandular activity-that is the way it appears to an external observer. During the senior secondary school level the most important criteria to check their potential and intelligence is their marks which they score in exams on the basis of that only they are accepted by the society. The purpose of grades or marks is to tell the teachers the success of their teaching and to tell the student the success of their learning in relation to that of other students. In this study the investigator has used simple random technique. By this technique 300 higher secondary students were selected. This sample consists of 171 male and 129 female students. The sample data were collected from 9 higher secondary schools in Uthamapalayam Taluk. The investigator has used Emotional intelligence inventory. The tool consists of 45 statements. Each of the items was rated on a five point scale. The investigator found out 21.3 % of students have low, 59.0 % of them have moderate and 19.7 % of them have high level of Emotional Intelligence of higher secondary students. Also there is a significant relationship between Emotional Intelligence and Academic Achievement of higher secondary students.

Introduction

Every perfect human being desires to live a successful life. If life has to be successful, the skills and the ability to conveniently solve the problems of life have to be acquired. In trying to realize this successful life he would be facing many problems. He needs certain type and amount of knowledge, skills, attitudinal framework and behaviours, which are necessary to solve his problems of life and realize the successful and complete life. Thus desirable amount of knowledge, skill and attitudinal behaviour are developed by the means of education. True education is that which draws out and stimulate the spiritual, intellectual and physical facilities of children. It is only possible when there are competent teachers in educational institutions. So in this way we can say education is a blessing that convert the animal instinct of man into an educational change. Every emotional event is associated with one or the other innate instinct. An emotion is aroused under the current or influence of an instinctive emotion. One can experience emotion of anger only after riding on the instinctive waves of pugnacity or combat. Emotional intelligence is relatively a new concept which can be defined as the ability to perceive emotions, to access and generate excitement so as to assist thought, to understand feeling and emotional knowledge, and to reflectively regulate emotions so as to promote emotional and intellectual growth. The existing data and knowledge in this area suggests that it can be as powerful, and at times more powerful than IQ and thus, affect academic performance of children.

Significance of the Study

In the modern world, academic is getting widened and there is a cut-throat opposition among students to excel. Students feel difficult to control their excitement in order to face various situations in school life. It is imperative to manage the stress and strain to keep pace with the needs of the world.

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The way of managing emotions is crucial for better performance. Even after they got into the field they desire, their academic achievement is not at all adequate. Success in academics can be forecast more by emotional measures. Parent and teachers focus always on educational performance through nurturing intelligence and they give tiniest importance to their excitement. Emotions of a student can affect him in many ways. Intelligence may help students in obtain subject knowledge but only emotional intelligence can enrich their learning proficiency and make them well planned as well as achievers. Hence, the present study has been undertaken to study on the influence of emotional intelligence and academic achievement of higher secondary students.

Methodology

In this study the investigator has used simple random technique. By this technique 300 higher secondary school students were selected. This sample consists of 171 male and 129 female higher secondary school students. The sample data were collected from 9 higher secondary schools in Uthamapalayam Taluk. The emotional intelligence inventory was prepared and validated by Subbulakshmi. K. and Prabhavathy Amma Pappathy. V.A. (2102). The tool consists of 45 items. Each item measures the study of emotional intelligence of respondent. Each item has answered by choosing any one of the following options such as strongly agree, agree, Undecided, disagree and strongly disagree. Academic achievement refers to the total marks obtained by the students in the quarterly examination considered as academic achievement of the respective students.

Operational Definitions

Emotional Intelligence

Emotional intelligence is the magnitude of an individual having awareness of oneself, understanding the feelings of others, maintaining the balance of his own feelings, self directed to his own activities and maintaining the harmonious relationship with others and oneself is considered as Emotional Intelligence.

In this study emotional intelligence represented by the total scores obtained by the students on emotional intelligence scale developed by the researcher.

Academic Achievement

Academic achievement refers to the performance of a student in any test/ examination conducted by respective schools.

In this present study academic achievement refers to the total marks obtained by the students in the quarterly examination considered as academic achievement of the respective students.

Higher Secondary Students

The students who are studying in eleventh and twelfth standard students are called higher secondary students in Uthamapalayam Taluk.

Objectives of the Study

1. To find out the level of emotional intelligence of higher secondary students with respect to gender, residence of the school.
2. To find out whether there is any significant variation in emotional intelligence of higher secondary students with respect to gender and residence.
3. To find out whether there is any significant influence of emotional intelligence on academic achievement of higher secondary students.

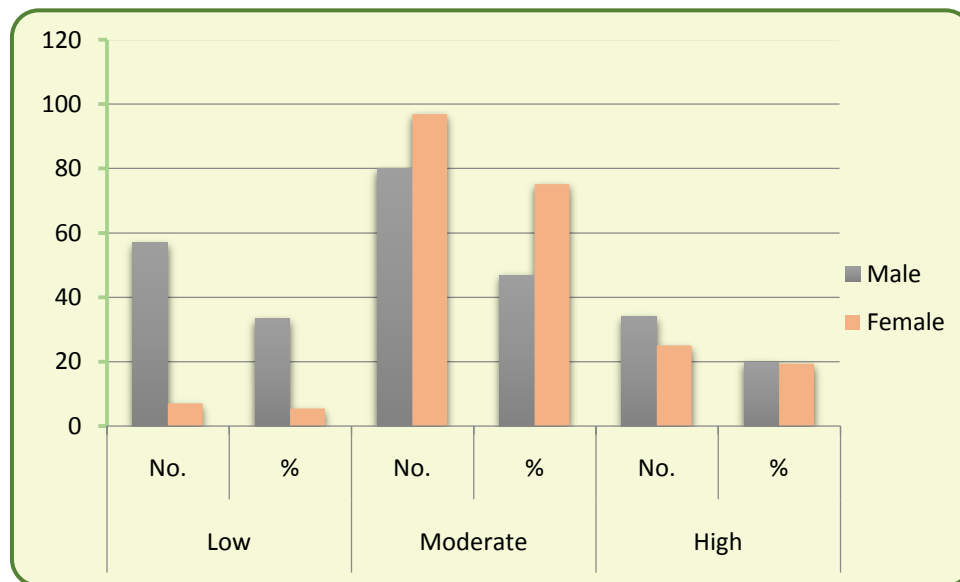
I. Descriptive Analysis

1. To find out the level of emotional intelligence of higher secondary school students with respect to Gender.

Table 1 Level of Emotional Intelligence of Higher Secondary Students with Reference to Gender

| <i>Gender</i> | <i>Low</i> | | <i>Moderate</i> | | <i>High</i> | |
|---------------|------------|----------|-----------------|----------|-------------|----------|
| | <i>No.</i> | <i>%</i> | <i>No.</i> | <i>%</i> | <i>No.</i> | <i>%</i> |
| Male | 57 | 33.3 | 80 | 46.8 | 34 | 19.9 |
| Female | 7 | 5.4 | 97 | 75.2 | 25 | 19.4 |

It is deduce from the above table that 33.3% of the male students have low, 46.8% of them have moderate and 19.9% of them have high level of Emotional Intelligence of higher secondary students. 5.4 % of the female students have low, 75.2% of them have moderate and 19.4% of them have high level of Emotional Intelligence of higher secondary students.

Figure 1 Level of Emotional Intelligence of Higher Secondary Students with Reference to Gender

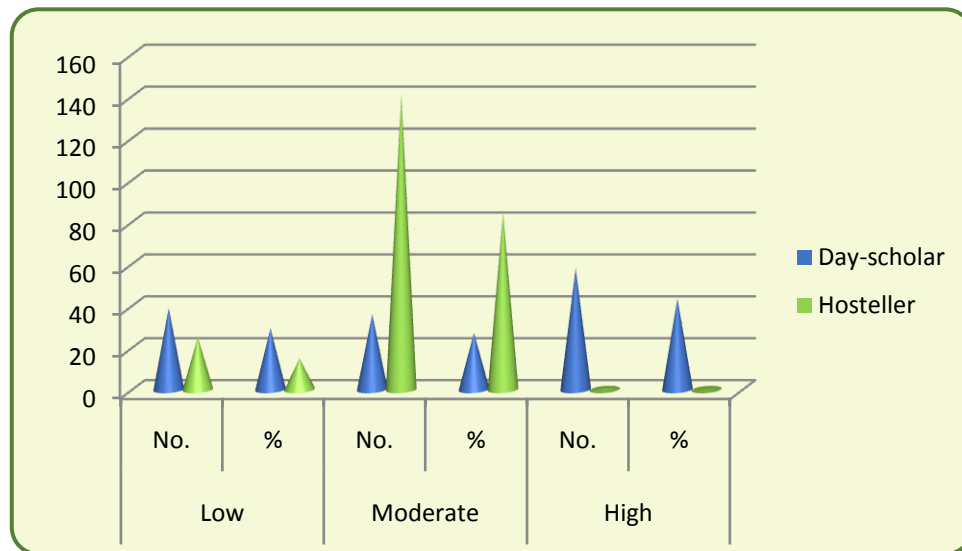
- To find out the level of Emotional Intelligence of higher secondary students with reference to residence.

Table 2 Level of Emotional Intelligence of Higher Secondary Students with Reference to Residence

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

It is reason from the above table that 29.3% of students who are coming from day-scholar have low, 27.1% of them have moderate and 43.6% of them have high level of Emotional Intelligence of higher secondary students. 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 Emotional Intelligence of higher secondary students.

Figure 2 Level of Emotional Intelligence of Higher Secondary Students with Reference to Residence



Differential Analysis

Null Hypothesis: 1

There is no significant variation between male and female higher secondary students in their Emotional Intelligence.

Table 3 Difference between Male and Female of Higher Secondary Students in their Emotional Intelligence

| 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 variation between male and female higher secondary students in their Emotional Intelligence.

Null Hypothesis: 2

There is no significant Variation between day-scholar and hosteller higher secondary students in their Emotional Intelligence.

Table 4 Difference between Day-Scholar and Hosteller Students of Higher Secondary Students in their Emotional Intelligence

| 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 Emotional Intelligence.

Null Hypothesis: 3

There is no significant relationship between Emotional understanding and Academic Achievement of higher secondary students.

Table 5 Significant Relationship between Emotional Intelligence and Academic Achievement of Higher Secondary Students

| Emotional Intelligence | | Academic Achievement | | ΣXY | Calculated 'r' value | Remarks |
|------------------------|--------------|----------------------|--------------|-------------|----------------------|---------|
| ΣX | ΣX^2 | ΣY | ΣY^2 | | | |
| 54435 | 68528 | 10176109 | 16598278 | 12366389 | 0.128 | S |

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

It is deduce from the above table that the calculated 'r' value (0.128) is greater than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is significant relationship between Emotional Intelligence and Academic Achievement of higher secondary students.

Findings of the Study

1. 33.3% of the male students have low, 46.8% of them have moderate and 19.9% of them have high level of Emotional Intelligence of higher secondary students. 5.4 % of the female students have low, 75.2% of them have moderate and 19.4% of them have high level of Emotional Intelligence of higher secondary students.
2. 29.3% of students who are coming from day-scholar have low, 27.1% of them have moderate and 43.6% of them have high level of Emotional Intelligence of higher secondary students. 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 Emotional Intelligence of higher secondary students .
3. There is no significant variation between male and female higher secondary students in their Emotional Intelligence.
4. There is significant difference between day-scholar and hosteller higher secondary students in their Emotional Intelligence.
5. There is a significant relationship between Emotional Intelligence and Academic Achievement of higher secondary students.

Conclusion

The present investigation points out positive results relationship between Emotional Intelligence and Academic Achievement of higher secondary students. This study may find some usefulness in the field of Education and may serve as database for future research. This knowledge would be of immense important to the teacher educator, educational planners and society at large.

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**AN INVESTIGATION OF SOCIAL INTELLIGENCE
AMONG B.ED COLLEGE STUDENTS**

¹ Dr.K.C.Bindhu

² K.M.Priya

Abstract

In the present paper, the researcher made an investigation of social intelligence among B.Ed college students. A normative survey method was adopted in this study. The sample for the present study consists of 300 B.Ed students were selected from 7 colleges of education from Madurai district affiliated to TamilNadu Teacher's Education University by stratified random sampling technique. The investigator has used Social Intelligence Scale was prepared and validated by Mr.Selva Balakrishnan (2015). The tool contains 43 statements on five-point scale. The results revealed that 10.6% of the male have low, 61.7% of them have moderate, and 27.7% of them have a high level of B.Ed college students in their Social intelligence. Also, there is no significant difference in social intelligence of B.Ed college students with respect to gender and subject.

Introduction

Social Intelligence be defined as the human ability of to decode the happenings of the world and respond to them likewise. This ability is complete to humans and distinguishes us from the rest the beings in the animal kingdom. Social Intelligence is also the ability to act wisely while maintaining human relations. It is markedly different from just intelligence, unlike what people used to think earlier. Over the years, it has been observed that many extraordinarily intelligent people struggle a lot while maintaining a social life. Social Intelligence is also known as interpersonal intelligence because it is also the study of an individual's capacity to notice the distinctions between him and other people. As per this concept, a person's Specific personality is a product of the person's difference in knowledge on variation areas as well as the level of social interactions he has with the people in his surroundings. Today's schools are increasingly multicultural and multilingual with students from diverse social and economic backgrounds. Educators and community agencies serve students with different motivations for engaging in learning, behaving positively, and performing academically. Social and emotional learning (SEL) provides a foundation for safe and positive learning, and enhances students' capacity to succeed in school, careers, and life.

Significance of the Study

Only Social Intelligence has the power to optimize outcomes. For social intelligence to matter it needs to be measured against the ability to deliver clarity, scale and value. Social Intelligence requires having the ability to understand the emotional and social cues of others, learning how to regulate your emotions, and being able to express yourself adequately to others. Nowadays, with so much emphasis on intellectual achievements, it pays for us to remember that a large part of the way our children act socially is determined by their interactions at home, at preschool and at school. Individuals learn to be social, and at the basis of this is the early, consistent nurturing that gives babies a strong sense of attachment. Social Intelligence means not only recognizing your emotions but acting on them reflectively and rationally. It also involves the ability to feel and express a whole range of feelings and to understand your resistances, boundaries and projections while moving toward socially emotional wholeness.

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The need is to be able to tune into other people, to read them, to know how they are thinking about things, what their feeling right now and use that to communicate effectively with them. One needs to be successful by influencing, persuading, developing, growing, inspiring and motivating other people. It requires empathy, skills and interaction.

Operational Definitions of Key Items

The key terms of the study are defined below to have a comprehensive idea of the problem.

Social intelligence (SI)

Social Intelligence is the ability to get along well with others and to get them to cooperate with us. It is the ability to connect people and influence them effectively. It also focuses on how people process, store, and apply information about other people and social situations.

B.Ed College Students

The students who are all studying in Colleges of Education to pursue the degree of Bachelor of Education (B.Ed). According to the investigator, it refers to the B.Ed college students those who are studying the degree bachelor of education (both 1st and 2nd year student) at the colleges of education in Madurai district, affiliated to Tamil Nadu Teacher Education University, in Tirunelveli district.

Objectives of the Study

1. To find out the level of Social intelligence of B.Ed college students with respect to background variables such as gender and subject.
2. To find out whether there is any significant variation in Social intelligence of B.Ed college students with respect to background variables such as gender and subject.

Percentage Analysis

Objective 1

To find out the level of social intelligence of B.Ed college students with reference to gender.

Table 1 Level of Social Intelligence of B.Ed College Students with Reference to Gender

| GENDER | LOW N % | | AVERAGE N % | | HIGH N % | |
|--------|---------|------|-------------|------|----------|------|
| MALE | 5 | 10.6 | 29 | 61.7 | 13 | 27.7 |
| FEMALE | 42 | 16.6 | 178 | 70.4 | 33 | 13.0 |

It is inferred from the above table that, 10.6% of the male have low, 61.7% of them have moderate and 27.7% have a high level of B.Ed college students in their Social intelligence. 16.6% of the female have low, 70.4% have a moderate and 13.0% have a high level of B.Ed college students in their social intelligence.

Objective 2

To find out the level of social intelligence of B.Ed college students with reference to subject.

Table 2 Level of Social Intelligence of B.Ed College Students with Reference to Subject

| Subject | Low | | Moderate | | High | |
|-------------|-----|------|----------|------|------|------|
| | No. | % | No. | % | No. | % |
| Arts | 11 | 8.5 | 98 | 76 | 20 | 15.5 |
| Science | 17 | 12.7 | 109 | 81.3 | 8 | 6.0 |
| Linguistics | 2 | 5.4 | 30 | 81.1 | 5 | 13.5 |

It is inferred from the above table that, 8.5% of the arts have low, 76.0% have a moderate and 15.5% of them have a high level of social intelligence. 12.7% of the science have low 81.3% have a moderate and

6.0% have a high level of B.Ed college students in their social intelligence. Further, 5.4% of the linguistics students have low, 81.1% have a moderate and 13.5% have a high level of B.Ed college students in their social intelligence.

Differential Analysis

Null Hypothesis 1

There is no significant difference in social intelligence of B.Ed college students with respect to gender.

Table 3 Difference in Social Intelligence of B.Ed College Students with Respect to Gender

| Gender | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|--------|-----|---------|----------|----------------------|---------------------|
| Male | 47 | 1.39942 | 16.57841 | 0.357 | NS |
| Female | 253 | 1.33672 | 14.29560 | | |

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

It is inferred from above table that the calculated 't' value (0.357) 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 in social intelligence of B.Ed college students with respect to gender.

Null Hypothesis 2: There is no significant difference in social intelligence of B.Ed college students with respect to subject.

Table 4 Difference in Social Intelligence of B.Ed College Students with Respect to Subject

| Variable | Source | Sum of squares | Degrees Of freedom | Mean Square | Calculated 'F' value | Remarks at 5% level |
|---------------------|---------|----------------|--------------------|-------------|----------------------|---------------------|
| Social intelligence | Between | 101.950 | 2 | 50.975 | 0.231 | NS |
| | Within | 65595.997 | 297 | 220.862 | | |
| | Total | 65697.947 | 299 | | | |

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

It is inferred from the above table that calculated 'f' value (0.231) is less than the table value (3.00) for df (2,297) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in social intelligence of B.Ed college students with respect to subject.

Findings of the Study

- 10.6% of the male have low, 61.7% have a moderate and 27.7% have a high level of B.Ed college students in their Social intelligence. 16.6% of the female have low, 70.4% have a moderate and 13.0% have a high level of B.Ed college students in their social intelligence.
- 8.5% of the arts have low, 76.0% have a moderate and 15.5% have a high level of social intelligence. 12.7% of the science have low 81.3% of them have moderate and 6.0% of them have high level of B.Ed college students in their social intelligence. Further, 5.4% of the linguistics have low, 81.1% of them have moderate and 13.5% of them have high level of B.Ed college students in their social intelligence.
- There is no significant difference in social intelligence of B.Ed college students with respect to gender.
- There is no significant difference in social intelligence of B.Ed college students with respect to the subject.

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**A MEDIUM OF INSTRUCTION WISE ANALYSIS OF SCIENTIFIC ATTITUDE OF
HIGH SCHOOL STUDENTS**

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Abstract

The objective of the study is to investigate the scientific attitude of high school students in terms of their gender. The investigator has used simple random sampling technique for selecting the sample from the population. The randomization has been done on the basis of Gender. The sample consists of 300 high school students selected from 6 schools of Virudhunagar district consisting of 218 Tamil and 82 English medium students. The Scientific Attitude Scale (SAS) developed by Kannan M (2011) is used in the study. The Scientific Attitude Scale consists of 36 items. In which 18 are of positive polarity and 18 are of negative polarity. The findings revealed that the level of Scientific Attitude with its dimensions of high school students with regard to medium of instruction is average. Also there is a significant difference in Scientific Attitude of High School Students with regard to medium of instruction.

Introduction

Most of the changes of this century have been influenced by science and technology. It has been accepted that the knowledge of science and technology is essential for modern civilization. It will be proper to say that the history of science is the history of modern civilization. All countries have accepted that science and technology have direct relationship with the economic agricultural and developmental programmes. There is a persistent belief that science more than any other subject in the traditional school curriculum is most closely associated with economic a way of knowing that be 'applied' to human environment problem and to industrial development in both agriculture and manufacturing.

Science as a school subject should promote respect for intellectual flexibility and creativity, for the ability to revise old hypotheses. The present living is dominated by science and technology. Leaving aside the materialistic benefits of scientific and technological products there are many aspects of environment and ecological development which are directly related to science and technology. Thus, science and technology are directly related to living which requires and understanding of scientific facts, skills and attitudes.

Significance of the Study

Science, in Schedule, provides certain values which are not provided by any other subject. All the school subjects are taught because they provide liberal education; they are part of the implements and preparation for life which we anticipate the school to give to its pupils so that they may play their part in the section as intellectual citizens. Science takes its place side by side with other subject as an essential element of one's education. It affords knowledge of certain facts and laws and an insight into methods and data peculiar to the domain of science. However, the inclusion on any subject in the curriculum should satisfy the intellectual, utilitarian, vocational, cultural, moral and aesthetic values. Science has now become a compulsory subject in school curriculum, and is trying to inculcate scientific attitude besides preparing the pupils for leading quality life.

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The present study on scientific attitude in high school pupils will reveal the level of scientific attitude possessed by the high school pupils which will help to guide the pupils and teachers in taking necessary steps to inculcate and promote scientific attitude in the pupils.

Review of Literature

Revati N and Meera K P (2018) investigated the Scientific Attitude among Secondary School Students in Kottayam District of Kerala. The sample consisted of 180 secondary school students of Kottayam District. Investigators used descriptive statistical techniques for the investigation of data. The study found out whether there exists any significant variation between the various subsamples, Gender, Locality and type of management of school based on their Scientific Attitude. Tool used for the study was Scientific Attitude Scale growth by Dr.Shailaja Bhagwath (2003). The major findings are: There is no significant difference in the scientific attitude of secondary school students based on gender. There is no significant variation in the scientific attitude of secondary school students based on type of management. There is no significant variation in the scientific attitude of secondary school students based on locale.

Chakradhara Singh (2017) conducted a study on Scientific Attitude of Secondary School Students in West Tripura District was conducted to measure scientific attitude. For this purpose Descriptive survey method of research was used. A sample of 110 secondary school students were selected randomly from seven schools located in West Tripura district. From the present study it is observed that the students studying in secondary schools hold an average level of scientific attitude. No significant difference is found between the levels of scientific attitude possessed by boys and girls. But the variables- Residence, Medium of Instruction and Type of school had significant difference in the level of scientific Attitude and thus hypothesis is rejected. It can be seen that the students of urban secondary schools and English medium schools hold slightly high scientific attitude than those of rural secondary schools and Bengali medium schools.

Afif Zeidan (2019) investigated the learning environment and attitude towards Biology amongst grade 11 students in cities and village of Tulkam district in Palestine and concluded that the students possessed reasonably positive attitude to biology and perception of learning environment in biology. A significant gender effect in favor of females was also observed along with the significant positive correlation between attitude of pupils to biology, biology learning environment and achievement in biology.

Methodology

Normative survey method is used in this study. The population for the present study is high school students studying in the schools of Virudhunagar District. The investigator has used simple random sampling technique for selecting the sample from the population. The randomization has been done on the basis of Gender. The sample consists of 300 high school students selected from 6 schools consisting of 196 males and 103 females. To study the Scientific Attitude, 'The Scientific Attitude Scale' (SAS) developed by Kannan M (2011) is used in the study. The Scientific Attitude Scale consists of 36 items. In which 18 are of positive polarity and 18 are of negative polarity. Each item has rated on a five point scale.

Operational Definitions

Scientific Attitude

It refers to a way of viewing things, a curiosity to know how and why things happen with an open mind.

High School Students

Students those who are studying IX and X standard in schools of Virudhunagar District.

Objectives of the Study

1. To find out the level of Scientific Attitude with its dimensions of high school students with regard to medium of instruction.

- There is no significant difference in Scientific Attitude of High School Students with regard to medium of instruction.

Hypotheses of the Study

- The level of Scientific Attitude with its dimensions of high school students with regard to medium of instruction is average.
- There is no significant difference in Scientific Attitude of High School Students with regard to medium of instruction.

Distribution of the Sample in Terms of Medium of Instruction

Table 1 Medium of Instruction wise Distribution of the Sample

| S.No. | Medium of Instruction | Frequency | Percentage |
|--------------|-----------------------|------------|-------------|
| 1. | Tamil | 218 | 72.7% |
| 2. | English | 82 | 27.3% |
| Total | | 300 | 100% |

The above table shows that 72.7% of the students are Tamil Medium and 27.3% of the students are English Medium.

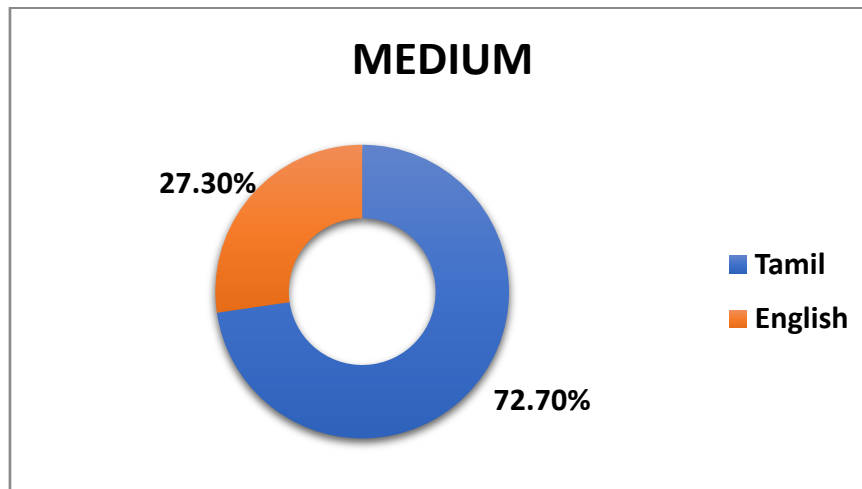


Figure 1 Medium of Instruction wise Distribution of the Sample

Percentage Analysis

Objective :1

To find out the level of Scientific Attitude with its dimensions of high school students with regard to medium of instruction.

Table 2 Level of Scientific Attitude with its Dimensions and Achievement in Science of High School Students with Regard to Medium of Instruction

| Dimensions/Variables | Medium of Instruction | Low | | Average | | High | |
|-----------------------|-----------------------|--------|------|---------|------|--------|------|
| | | Number | % | Number | % | Number | % |
| Dim-1 Rationality | Tamil | 40 | 18.3 | 142 | 65.1 | 36 | 16.5 |
| | English | 11 | 13.4 | 50 | 61.0 | 21 | 25.6 |
| Dim-2 Curiosity | Tamil | 43 | 19.7 | 141 | 64.7 | 34 | 15.6 |
| | English | 17 | 20.7 | 53 | 64.6 | 12 | 14.6 |
| Dim-3 Open-mindedness | Tamil | 20 | 9.2 | 175 | 80.3 | 23 | 10.6 |
| | English | 7 | 8.5 | 71 | 86.6 | 4 | 4.9 |

| | | | | | | | |
|--|---------|----|------|-----|------|----|------|
| Dim-4 Aversion to Superstitions | Tamil | 36 | 16.5 | 147 | 74.4 | 35 | 16.1 |
| | English | 7 | 8.5 | 64 | 78.0 | 11 | 13.4 |
| Dim-5 Objectivity of Intellectual Beliefs | Tamil | 40 | 18.3 | 135 | 61.9 | 43 | 19.7 |
| | English | 10 | 12.2 | 59 | 72.0 | 13 | 15.9 |
| Dim-6 Suspended Judgment | Tamil | 54 | 24.8 | 118 | 54.1 | 46 | 21.1 |
| | English | 15 | 18.3 | 51 | 62.2 | 16 | 19.5 |
| Scientific Attitude in Total | Tamil | 52 | 23.9 | 122 | 56.0 | 44 | 20.2 |
| | English | 9 | 11.0 | 53 | 64.0 | 20 | 24.4 |
| Achievement in Science | Tamil | 31 | 14.2 | 153 | 70.2 | 34 | 15.6 |
| | English | 16 | 19.5 | 56 | 68.3 | 10 | 12.2 |

From the table 2 it is observed that large percentage of Tamil Medium high school students have average level of Rationality (65.1%), Curiosity (64.7%), Open Mindedness (80.3%), Aversion to Superstitions (67.4%), Objectivity of Intellectual Beliefs (61.9%), Suspended Judgment (54.2%), Scientific Attitude in total (56.0%) and Achievement in Science (70.2%).

From the table 2 it is observed that large percentage of English Medium high school students have average level of Rationality (61.0%), Curiosity (64.6%), Open Mindedness (86.6%), Aversion to Superstitions (78.0%), Objectivity of Intellectual Beliefs (72.0%), Suspended Judgment (62.2%), Scientific Attitude (64.6%), Achievement in Science (68.3%).

Differential Analysis

Null Hypothesis 1

There is no significant difference in Scientific Attitude of High School Students with regard to medium of instruction.

Table 3 Significant Difference in Scientific Attitude and Achievement in Science of High School Students with Regard to Medium of Instruction

| Dimensions/Variables | Medium of Instruction | | | | Calculated 't' value | Remarks at 5% level |
|--|-----------------------|--------|----------------|--------|----------------------|---------------------|
| | Tamil (N=218) | | English (N=82) | | | |
| | Mean | S.D | Mean | S.D | | |
| Dim-1 Rationality | 13.76 | 2.411 | 14.32 | 2.553 | 1.78 | NS |
| Dim-2 Curiosity | 11.64 | 1.542 | 11.73 | 1.547 | 0.44 | NS |
| Dim-3 Open-mindedness | 11.55 | 1.733 | 11.42 | 1.410 | 0.61 | NS |
| Dim-4 Aversion to Superstitions | 18.45 | 2.916 | 19.13 | 2.147 | 1.92 | NS |
| Dim-5 Objectivity of Intellectual Beliefs | 18.64 | 2.914 | 18.85 | 2.563 | 0.56 | NS |
| Dim-6 Suspended Judgment | 15.37 | 2.232 | 15.52 | 2.206 | 0.51 | NS |
| Total Scientific Attitude | 89.44 | 8.073 | 91.00 | 6.842 | 2.55 | S |
| Achievement in Science | 59.89 | 12.505 | 57.46 | 13.813 | 1.99 | S |

(The table value of 't' at 5% level of significance is 1.97)

From the above table it is inferred that the calculated 't' values are less than the table value for Rationality, Curiosity, Open Mindedness, Aversion to Superstitions, Objectivity of Intellectual Beliefs and Suspended Judgment. Hence the null hypothesis is accepted.

The calculated 't' values are greater than the table value for total scientific attitude and Achievement in Science. Thus there is a significant difference between Tamil and English medium students in their Scientific Attitude in total and Achievement in Science. Hence the null hypothesis is rejected.

Findings of the Study

1. Among 300 high school students 72.7% of the students are Tamil Medium and 27.3% of the students are English Medium.
2. The level of Scientific Attitude with its dimensions of high school students with regard to medium of instruction is average.
3. There is no significant difference in Scientific Attitude of High School Students in the dimensions with regard to medium of instruction.

Result and Discussion

- Findings based on the percentage analysis the level of Scientific Attitude with respect to the medium of instruction is average. This may be due to the fact that the facilities like library, laboratory, audio-visual aids, exposure by eminent personalities, participation in fairs, quiz, exhibitions, etc., will help in the inculcation and promotion of scientific attitude in the individuals. The above mentioned facilities are not so adequately available in our schools.
- The 't' test result shows that there is a significant difference between Tamil and English medium students in their Scientific Attitude in total and Achievement in Science. This may be due to the reason that mother tongue always helpful to easily understand the scientific concepts. In this context Tamil medium students have high scientific attitude compared to English medium students.

Conclusion

On the basis of the above mentioned major findings of the present study and the investigator's own experience as a Science group student the investigator feels the necessity of the following factors for the nourishment and promotion of scientific attitude among secondary school students. They are : Informative experience about the attitude object, situations arising in solving a problem, pleasant emotional experiences, well equipped Science laboratories, group decision making, encouragement in the cultivation of desirable attitudes and engaging in wide reading in general and science in particular.

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