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IMPACT OF SOCIAL NETWORKS AMONG ARTS COLLEGE STUDENTS

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Abstract
This investigation was done to see if there is any significant difference in impact of social networks among arts college students. The sample comprises of 300 students acquired from ten high and higher secondary schools in Srivlilpiuttur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS. The discoveries of the reveal that there a significant difference in impact of social networks among arts college students.
Keywords: Goal achieving, higher secondary students, simple random sampling technique and SPSS software.

Introduction

A social networking is an online service, platform or site that focuses on building and reflecting of social network or social relations among people who share interests and activities. Social networking site functions like an online community of internet users. People use social networking sites for communication personally as well as professionally to contact with others. Now a day's social networking has become one of the most important communication tools among people nowadays. However, social networks exist on the Internet websites where millions of people share interest son certain disciplines, and make available to members of these networks various shared files, photos, videos, create blogs, send messages and conduct real-time conversations. These networks are described as social, because they allow communication with friends and colleagues. Social networking sites allow users to share ideas, activities, events, and interests within their individual networks. Web-based social networking services make it possible to connect people who share interests and activities across political, economic, and geographic borders. Man is an individual born with innate qualities which when fully developed will enable him to interact effectively and successfully with his environment to fulfil his needs and to make his life worth living. Education provides the individuals with ample opportunities to develop their inborn, physical, mental and emotional qualities to the full, so that they can achieve cosmic unity by their action, thought and feelings. Education has to provide the individuals with appropriate social environment to develop them physically, mentally and emotionally to fulfil their social obligations.

Need and Significance of the Study

Social networking is an excellent online tool used all over the world by millions of people for communication. Twitter, Facebook and LinkedIn are the major social networks. Twitter deals with more than 400 million tweets a day, LinkedIn users come to a total of 238 million and Facebook has 1.15 billion users. Social media websites, such as Facebook, Twitter, and LinkedIn are currently used by many people to connect with their friends and relatives around the globe (Dale & Lewis, 2013). These sites establish,

maintain and cultivate a range of social relationships, from close friendships to casual acquaintances. The increased use of social networking sites has become an international phenomenon in the past several years. Teenagers and young adults have especially embraced these sites as a way to connect with their peers, share information, reinvent their personalities, and showcase their social lives (Boyd, 2007). Also, Oskouei (2010) said that internet is advantageous to both students and college students if used as a tool of knowledge creation and dissemination. In less than five years, these sites have grown from a niche online activity into a phenomenon through which tens of millions of internet users are connected, both in their leisure time and at work. The increasing dependence on technology for basic communication also highlights the importance of analyzing how SNS are affecting daily processes. A change in college students permeates to all aspect of growth and advances needed in teaching-learning processes and scientific developments. College students' knowledge of technology for teaching and learning, problem solving skills, capacity building and other germane issues relating to education cannot be undervalued. For college students to be able to cope with these functions of electronic technologies, there is the need for the right attitude to be cultivated towards technology as a tool for teaching and learning.

In addition, the present investigation provided an atmosphere where the arts college students could engage and interact together, that connectivity have been analysed to determine whether the particular social networking platform is fostering and enhancing a positive environment for educational purposes or it is only a social platform and nothing to do with education. Similarly, it provided insight into how using these SNSs for educational purposes may provide a policy perspective for potential practices about how these sites should be used or to be ignored totally in college students. In this context the researcher farmed the entitled as on study on **'Impact of Social Networks among Arts College Students'**.

Objectives
1. To find out the level of impact of social networks among arts college students with respect to type of family.
2. To find out the level of impact of social networks among arts college students with respect to location of school

Null Hypotheses
1. There is no significant difference in impact of social networks among arts college students with respect to type of family.
2. There is no significant difference in impact of social networks among arts college students with respect to location of school.

Delimitations of the Study
1. The study was delimited in Virudhunagar District only.
2. The study has been confined to the arts and science college students studying in arts major only.

Population of the Study
The population of the present study is the student's studying arts major in arts and science college in Viruthunagar district.

Sample for the Study
The investigator has selected 300 students studying in arts major from arts and science colleges. For selecting the students, the investigator used simple random sampling method.

Tools used for Present Study

Impact of social networks Scale prepared and validated by the investigator and guide (2024).

Statistical Techniques Used

The statistical measures have used tin this study: Percentage analysis Mean, SD and 't' test.

Analysis of Data Objective: 1

To find out the level of impact of social networks among arts college students with respect to type of family.

Table 1 Level of Impact of Social Networks among Arts College Students with Respect to Type of Family

Type of Family	Low		Moderate		High	
	No.	%	No.	%	No.	%
Nuclear	50	20.6	145	59.7	48	19.8
Joint	8	14.0	38	66.7	11	19.3

The above table shows that, 20.6 % of arts college students who are coming from nuclear family have low, 59.7% of them have moderate and 19.8% of them have high level of impact of social networks. 14.0 % of arts college students who are coming from the joint family have low, 66.7 % of them have moderate and 19.3 % of them have high level of impact of social networks.

Objective: 2

To find out the level of impact of social networks among arts college students with respect to location of school.

Table 2 Level of Impact of Social Networks among Arts College Students with Respect to Location of School

Locality of School	Low		Moderate		High	
	No.	%	No.	%	No.	%
Rural	10	14.9	44	65.7	13	19.4
Urban	48	20.6	139	59.7	46	19.7

The above table shows that, 14.9% of the rural arts college students have low, 65.7 % of them have moderate and 19.4% of them have high level of impact of social networks. 20.6% of the urban arts college students have low 59.7% of them have moderate and19.7% of them have high level of impact of social networks.

Null Hypothesis: 1

There is no significant difference in impact of social networks among arts college students with respect to type of family.

Table 3 Significant Difference in Impact of Social Networks among Arts College Students with Respect to Type Of Family

Type of Family	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Nuclear	243	54.4444	8.67932	1.076	NS
Joint	57	55.8246	8.87235		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculate 't' value (1.076) 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 impact of social networks among arts college students with respect to type of family.

Null Hypothesis: 2

There is no significant difference in impact of social networks among arts college students with respect to location of school.

Table 4 Significant Difference in Impact of Social Networks among Arts College Students with Respect to Location of School

Location of School	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	67	54.8060	8.28331	0.106	NS
Urban	233	54.6781	8.85634		

(At 5% level of significance, for df298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (0.106) 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 impact of social networks among arts college students with respect to location of school.

Major Findings Descriptive Analysis
1. 19.3 % of arts college students have low, 61.0% of them have moderate and 19.7% of them have high level of impact of social networks among arts college students
2. 19.2% of the arts college male students have low, 59.9% of them have moderate and 20.9% of them have high level oaf impact of social networks among arts college students
3. 19.5 % of the arts female students have low, 62.5% of them have moderate and 18.0 % of them have high level of impact of social networks among arts college students

Inferential Analysis
1. There is a significant difference in impact of social networks among arts college students with respect to gender.
2. There is a significant difference in attitude towards study of impact of social networks among arts college students with respect to residence.
3. There is no significant difference in impact of social networks among arts college students with respect to type of family.
4. There is no significant difference in impact of social networks among arts college students with respect to location of school.

Interpretation

The 't' test results reveals that there is significant difference between male and female arts college students in their impact of social networks. The female arts college students are greater than the male arts college students in their impact of social networks. This may be due to the reason that female students don't have the prominent exposure to the reality world, when compare to male students. They see their reality world via the techno based innovations which immensely used for accessing the social sites. So, the frequent usage and spending major time on that they are more prominent than their counterparts.

The 't' test result shows that there is significant difference in impact of social networks among arts college students with respect to residence. While comparing the mean scores of day-scholar (54.4650) and hosteller (59.6429) secondary college students, the hosteller are better than day-scholar students. This may be due to the fact that hosteller students may have use positive influence from peer group, it helps to develop and inculcate positive attitudes and beliefs

Recommendations of the Study

1. By adopting student – centered methods like inductive, analytic, laboratory, heuristic, problem solving, project methods, it is possible to inculcate positive attitude towards Goal achieving in students.
2. Preparatory evaluation in Goal achieving help to find learning difficulties and thus help in remedial measures.
3. Correlation approach in teaching of Goal achieving can develop positive attitude towards Goal achieving.
4. Goal achieving teaching and evaluation strategies should be biasfree. This way, males and females will tend to see themselves as equals, capable of competing and collaborating in classroom activities.

Suggestions for Further Research

1. Goal achieving needs good amount of practice and full concentration. Thus, this study advocates that parents should be hands on when it comes to their children's study habits and practice. Parents should see that their children do (practice), not just reading Goal achieving. Conducive environment at home is to be provided to enhance concentration. This will ensure a passing score, hence, forms positive attitude towards Goal achieving.
2. Teachers are important role models and career counselors for students at all levels, more than ever at secondary school level, which is the peak stage to guarantee the students,, future career. This study recommends personal contact and timely counseling from the part of the teachers, encouraging and displaying the fact that Goal achieving paves richer chances for future career to the students.

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EDUCATIONAL ASPIRATIONS AND VOCATIONAL MATURITY OF HIGH SCHOOL STUDENTS

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Abstract

The focus of present study was to ascertain the influence of educational aspirations of high school students in relation to their vocational maturity. Descriptive survey method was used to conduct the study. The sample comprises of 300 high school students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of high school students in their educational aspirations is moderate in Virudhunagar district. The findings reveal that there is significant relation between educational aspirations and vocational maturity of high school students.

Keywords: educational aspirations, vocational maturity, SPSS, significant, survey method.

Introduction

Education gives an opportunity for an individual to understand the world around him and his place in it. Education creates a well-balanced personality in the individual with an equal development of intellect and physical health features. Gandhiji the father of our nation considers values as an inseparable component in the full flowering and development of personality. For him every value component is a typical way of life and distinguishes one human being from another and values are determinants of human behaviour. Thus, the personality of a person that characterizes his individuality, finds an appropriate avenue of self-development. To achieve success in life the individual needs numerous virtues like will-power, self-confidence, self-respect, belief etc. Increasing will-power leads to confidence in one-self. The confidence leads to self-respect. Different philosophers of education have kept very high ideal and aims of education like character development, self-realization, self-actualization etc. The self-concept, a person's notion of himself becomes an enduring aspect of his personality. If the self-concept is faulty, it may make a big difference in one's self-confidence in the kind of activities he engages in, in his relationship with others and in his achievement in general.

Significance of the Study

The major objective of education is the all round development of the personality of the child. The development of personality is determined not only by heredity but also by the self-concept of the individual. Virudhunagar District, Tamil Nadu.

Since the educational system of today is very much result-oriented, it is important to nurture individuals who have a good self-concept. The investigator has a feeling that he is mostly, the awareness of oneself. If the person is aware of his good qualities and also his limitations and accepts them, he will be able to improve his behaviour by giving more importance to his good qualities and try to minimize his limitations. For this there is a need for the young people to be helped in schools and institutions to have the knowledge of awareness and acceptance of oneself. It is only when a person accepts himself, he can improve his behaviour. The teachers must help the younger generation to accept themselves and come up with their

qualities in the society. There is much more need of this study in the present generation with lack of awareness and especially self-acceptance.

Objectives of the Study
1. To find out the level of educational aspirations of high school students.
2. To find out the level of vocational maturity of high school students.

Hypothesis
1. There is no significant difference between male and female high school students in their social perception.
2. There is no significant difference between male and female high school students in their achievement in English.

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

Population for the Study
The population of the present study is the high school students of 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 high school students from 10 higher secondary schools in Virudhunagar district.

Tool
Educational aspirations and vocational maturity scales 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 educational aspirations of high school students.

Table 1 Level of Educational Aspirations of High School Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
125	41.7	131	43.7	44	14.7

The above table shows that, 41.7% of the high school students have low, 43.7% of them have moderate and 14.7% of them have high level of educational aspirations.

Objective: 2
To find out the level of vocational maturity of high school students.

Table 2 Level of Vocational Maturity of High School Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
125	41.7	115	38.3	60	20.0

The above table shows that, 41.7% of high school students have low, 38.3% of them have moderate and 20.0% of them have high level of vocational maturity.

Null Hypothesis: 1

There is no significant difference between male and female high school students in their educational aspirations.

Table 3 Difference between Male and Female High School Students in their Educational Aspirations

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	55.965	6.8314	3.774	S
Female	157	53.064	6.4804		

(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 (3.774) 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 high school students in their educational aspirations.

Null hypothesis: 2

There is no significant difference between male and female high school students in their vocational maturity.

Table 4 Difference between Male and Female High School Students in their Vocational Maturity

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	157	78.5860	10.72	2.629	S
Female	143	75.0979	12.25		

(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 (2.629) 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 high school students in their vocational maturity.

Null Hypothesis: 3

There is no significant relationship between educational aspirations and vocational maturity of high school students.

Table 5 Significant Relationship between Educational Aspirations and Vocational Maturity of High School Students

Educational Aspirations		Vocational Maturity		ΣXY	Calculated 'r' Value	Remarks
ΣX	ΣX²	ΣY	ΣY²			
16334	266799556	23077	532547929	108931446	0.047	NS

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

It is inferred from the above table that the calculated 'r' value (0.047) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows there is no significant relationship between educational aspirations and vocational maturity of high school students.

Major Findings

1. The level of social perception of high school students is moderate.
2. The level of vocational maturity of high school students is low.
3. There is significant difference between male and female high school students in their educational aspirations.
4. There is significant difference between male and female high school students in their vocational maturity.

Interpretation

1. The 't' test result shows that there is significant difference between male and female high school students in their educational aspirations. Male students (55.95) are better than female students (53.06) in their educational aspirations. It is found that the female has more self-concept than male students. This is may be due to fact that female students are participate novel approaches like Team-work, Co-operative learning, debate, speech competition Workshops, Seminars, courses etc. so that they can improve their educational aspirations.
2. The 't' test result shows that there is significant difference between male and female high school students in their vocational maturity. Male students (78.58) are better than female students (75.09) in their vocational maturity. Male students are better than female students in their vocational maturity. Male students Processes of child and adolescent vocational development include acquisition of knowledge, beliefs, and values about work options and requirements, exploration of interests that will be relevant for occupational interest development, development of academic aspirations, self-efficacy, expectations, and attainment.

Recommendations

1. Self-concept of the college students is found to be average which may be boosted through special talks, seminars and proper guidance programmes for the parents and teachers.
2. Teachers should motivate and give positive strokes to the students so that they may develop self-concept.

Suggestions of the Study

1. The study can be made comprehensive by extending it to state level which will make the results more valid and reliable.
2. A similar study can be conducted on students of CBSE board or ICSE board.
3. A sample from other state of the country can also be taken to conduct a similar study.

Conclusion

The present investigation points out positive correlation between self-concept and vocational maturity. The study may find some usefulness in the field of modern education and may serve as a database for the future research. This knowledge would be of immense importance to the Teacher educators, educational planners and the Society at large. We can conclude by saying the words of Monroe "The final purpose of educational research is to ascertain principles and develop procedures in the field of education".

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STUDY HABIT AND PEER RELATION OF
HIGHER SECONDARY SCHOOL STUDENTS

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Abstract
The focus of present study was to ascertain the influence of study habit and peer relation of higher secondary school students. Descriptive survey method was used to conduct the study. The sample comprises of 300 higher secondary school students acquired from ten higher secondary school in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of study habit of higher secondary school students is low in Virudhunagar district. The findings reveal that there is significant relationship between study habit and peer relation of higher secondary students.
Keywords: Study habit, Peer relation, survey method, SPSS software.

Introduction

Education in its broadest sense, refers to ways in which people learn habit and gain knowledge and understanding about the world and themselves. Education is an integral part of development process of an individual. The aim of education endeavor is to help one to develop one's individuality, develop all in born potentialities and innate capacities and above all develop both body and mind. Education helps to develop the individual as a whole and to bring out his innate abilities. Formal education makes one to understand his environment and change his attitudes accordingly. True education aims at all round development of human personality by bringing out the best him. A good education encompasses all the above dimensions. In India considerable progress has been made in all these dimensions. These strengthen social and national integration, relate education to productivity, promote scientific and technological advancements and strengthen democracy. And at the strategic level, programmes such as literacy campaign, operation black board, District Primary Education programme (DPEP). Educational Television (ETV) and Country Wide Class Room (CWCR) aim at various aspects of education development in India.

Significance of the Study

Study habit can provide learners with a beneficial study environment, self-management, reduce stress and anxiety in preparing for exams and also enhance their language habit. Students with effective study habit have been shown to overcome educational failure and improve their physical and mental health. Therefore, the importance of study habit can be never ignored. Unfortunately, not much attention is paid to this aspect in the classroom. Peer relation excellence of an individual greatly depends on competence in communication of ideas and thoughts both oral and written. Today, English language, the lingua franca of the world, is not only the language of communication; it is also a tool for learning also. Obviously, ability to communicate orally in the target language is in evitable. Teachers are key change agents in the classroom. Effective performance of a teacher depends on his own personal effectiveness, his technical competence, his managerial experience etc. Kothari Commission (1964-68) emphasized in its report that the teachers are having crucial role to play in the educational system. Student teachers of all disciplines need to listen

actively, make good oral presentation, and raise their doubts clearly and coherently in order to get thorough understanding. Student teachers learn to think and act in a particular way in order to make an effective communication both as a learner and as teachers. Today, many students even after completing about 15-20 years of education cannot communicate what they are supposed to communicate effectively so if it is English language. They cannot comprehend the language and do not have the ability to respond back. Thus it is very essential to assess the influence of Study habit of higher secondary school students and peer relation.

Objectives of the Study
1. To find out the level of study habit of higher secondary school students.
2. To find out the level of peer relation of higher secondary school students.

Hypothesis of the Study
1. There is no significant difference between male and female higher secondary in their study habit.
2. There is no significant difference between male and female higher secondary in their peer relation.
3. There is no significant relationship between study habit and peer relation of higher secondary students.

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

Population for the Study
The population of the present study is the higher 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 300 students from *ten* higher secondary schools of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Tool
- Study Habit questionnaire prepared and validated by investigator and guide.
- Peer relation of the students is assessed by the marks obtained by them in the Half-yearly examinations in English subject.

Statistical Techniques
Percentage, Mean and Standard Deviation.

Analysis of Data
Objective: 1
To find out the level of study habit of higher secondary students.

Table 1 Level of Study Habit of Higher Secondary Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
146	48.7	110	36.7	44	14.7

The above table shows that, 48.7% of higher secondary students have low, 49.0% of them have moderate and 25.7% of them have high level of study skill of higher secondary students.

Objective 2

To find out the level of peer relation of higher secondary students.

Table 2 Level of Peer Relation of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
135	45.0	82	27.3	83	27.7

The above table shows that,45.0% of higher secondary students have low, 27.3% of them have moderate and 27.7% of them have high level of peer relation of higher secondary students.

Null Hypothesis: 1

There is no significant difference between male and female higher secondary in their study habit.

Table 3 Difference between Male and Female Higher Secondary in their Study Habit

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	125.17	13.44	4.793	S
Female	167	117.61	13.65		

It is inferred from the above table that calculated 't' value (4.793) 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 higher secondary students in their study habit.

Null Hypothesis: 2

There is no significant difference between male and female higher secondary in their peer relation.

Table 4 Difference between Male and Female Higher Secondary in their Peer Relation

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	133	84.195	7.1842	3.458	S
Female	167	87.000	6.8116		

It is inferred from the above table that calculated 't' value (3.458) 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 higher secondary students in their peer relation.

Null Hypothesis: 3

There is no significant relationship between study habit and peer relation of higher secondary students.

Table 5 Significant Relationship between Study Habit and Peer Relation of
Higher Secondary Students Study Habit

Study Habit		Peer relation		ΣXY	Calculated 'r' Value	Remarks
ΣX	ΣX2	ΣY	ΣY2			
36290.00	1316964100	25727.0	661878529	933632830	0.046	**NS**

It is inferred from the above table that the calculated 'r' value (0.046) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between study habit and peer relation of higher secondary students.

Finding of the Study

- The level of study habit of higher secondary students. is low.
- The level of peer relation of higher secondary students. is moderate.
- There is a significant difference between male and female higher secondary in their study habit.
- There is a significant difference between male and female higher secondary in their peer relation.
- There is no significant relationship between study habit and Peer relation of higher secondary students.

Interpretation

1. The finding of present study concludes that there is significant difference between male and female higher secondary students in their study habit. Female (125.17) are better than male (117.61) higher secondary students in their study habit. This is may be due to fact that female have more interest, dedication and involvement than male in their study habit.

2. There is no significant difference between male and female higher secondary in their peer relation. Female students (87.00) are better than male students (84.19) in their peer relation. This is may be due to fact that female more interest in peer relation and also extra care and give proper coaching for their study.

Recommendations

The present study will act as a guiding light to educational policy makers, teachers, students, parents and guidance and counseling workers to enable underachieving students to attain standards of excellence in life according to their intelligence level through study habit training programme. By enhancing the study habits and study attitudes of underachieving students, educators can not only eliminate peer relation alienation among such students, but in turn, can also raise the level of peer relation performance and move towards a brighter future, as proved by the present study. Later, they can contribute positively towards nation building. This will ensure that the entire information is disseminated in such a way that the pupils become oriented towards the enhancement process.

Suggestions for the Study

1. The following suggestions were presented for further research The same study can be undertaken in other provinces of Virdhunagar district with a large sample and extending some more socio-psychological variables.

2. The research study based on sample drawn by adopting multi stage viz., national level; province level and sub-province level can be considered by taken some significant variables for predicting peer relation achievement of secondary students by adopting hierarchical linear modeling approach for identification of significant predictors at national level; province level and sub province level.

Conclusion

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

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CORRELATION BETWEEN HEALTH ADJUSTMENT AND LEVEL OF ASPIRATIONS OF HIGH SCHOOL STUDENTS

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Abstract

*The focus of present study was to ascertain the influence of '**Correlation between Health Adjustment and Level of Aspirations of High school Students'.** Descriptive survey method was used to conduct the study. The sample comprises of 300 high school students acquired from ten high school schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of high school students in their health adjustment is moderate in Virudhunagar district. The findings reveal that there is significant relation between health adjustment and level of aspirations of high school students.*

***Keywords:** health adjustment, level of aspirations, Descriptive, significant, Survey method.*

Introduction

Education is the process by which people acquire knowledge, skills, habits, values and attitudes. It necessarily helps people to become useful members of the society. It develops an appreciation of one's cultural heritage. Both parents and students help the learners to develop right attitudes, habits and values that help modify their character and remain with them throughout life. According to Concise Oxford English Dictionary (Indian Edition, (2004), the word education means the process of educating or being educated or the theory and practice of teaching. In the words of A.S. Altekar (2002), "Education has always been regarded in India as a source of illumination and power which transforms and ennobles our nature by the progressive and harmonious development of our physical, mental, intellectual and spiritual powers and faculties."

Mahatma Gandhi says, "By education I mean an all-round drawing out of the best in child and man, body, mind and spirit. Literacy is not the end of education not even the beginning. It is one of the means whereby man and woman can be educated. Literacy in itself is no education." A modern society cannot survive without education. It helps people to acquire the skills they need for everyday activities. It enables one to increase their knowledge about oneself, about others as well as one's society. It helps them to acquire skills that make life more interesting and enjoyable. It helps people to adjust to change. Adjustment is important because social changes take place with increasing speed and affects the lives of more and more people.

Significance of the Study

Although many researchers believe that egoism is the only motivation for helping, others suggest that altruism—helping that has as its ultimate goal the improvement of another's welfare—may also be a motivation for helping under the right circumstances Social and situational factors that can influence prosocial behaviors include the interpretation of others' needs, the relationship to others, the reciprocal altruism, the number of bystanders, the normative pressure to help and the evaluation of the cost to help. A positive correlation is found in such type of performance and level of aspirations. The quality of the school-

good or bad is reflected by the environment of the school. Level of aspirations has direct influence on the morale and professional commitment of school students. Productive and positive level of aspirations promotes and motivates the students for their whole hearted dedication and commitment. Having said this, the investigator, being a member of the school management would like to assess the level of aspirations and the professional commitment of school students, and thus to explore ways and means to improve and provide an enhanced environment for students to work, as the conducive environment is vital for the greater commitment of school students. Thus investigator selected the topic for the present study as the health adjustment of high school students And level of aspirations.

Objectives of the Study
1. To find out the level of health adjustment of high school students.
2. To find out the level of level of aspirations of high school students.

Hypothesis
1. There is no significant difference between male and female high school students in their health adjustment.
2. There is no significant difference between rural and urban high school students in their level of aspirations.
3. There is no significant health adjustment and level of aspirations of high school students.

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

Population for the Study
The population of the present study is the high school students of 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 high school students from 10 high school schools in Virudhunagar district.

Tool
Health adjustment and level of aspirations Scales 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 health adjustment of high school students.

Table 1 Level of Health Adjustment of High school Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
111	37.0	148	49.3	41	13.7

The above table shows that, 37.0% of high school students have low, 49.3% of them have moderate and 13.7% of them have high level of health adjustment.

Objective: 2
To find out the level of Level of aspirations of high school students.

Table 2 Level of Level of Aspirations of High School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
53	17.7	187	62.3	80	20.0

The above table shows that, 17.7% of high school students have low, 62.3% of them have moderate and 20.0% of them have high level of aspirations.

Null Hypothesis: 1
There is no significant difference between male and female high school students in their health adjustment.

Table 3 Difference Between Male and Female High school Students in their Health adjustment

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	174	48.845	7.6826	2.521	S
Female	126	46.659	7.0236		

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

It is inferred from the above table that calculated 't' value (2.521) 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 high school students in their health adjustment.

Null Hypothesis: 2
There is no significant difference between male and female high school students in their level of aspirations.

Table 4 Difference Between Male and Female High school Students in their Level of Aspirations

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Male	174	136.701	12.2069	3.401	S
Female	126	141.706	13.0825		

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

It is inferred from the above table that calculated 't' value (3.401) 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 no significant difference between male and female high school students in their level of aspirations.

Major Findings
1. The level of health adjustment of high school students is moderate
2. The level of level of aspirations of high school students is moderate
3. There is significant difference between male and female high school students in their health adjustment.

4. There is significant difference between male and female high school students in their level of aspirations.

Interpretation

1. The finding of present study reveals that there is significant difference between male and female high school students in their health adjustment. Male are better than female students in their health adjustment. This is may be due to fact that male have been found to be more likely to help others than female.

2. The finding of the present study Points out that there is significant difference between male and female high school students in their level of aspirations. Female are better than male of high school students in their level of aspirations. Female concentrate study, adjust and adopted any situation, and easy understand any one situation, Hence female are better level of aspirations than male in their level of aspirations.

Recommendations

1. The management should take initiative to improve libraries and laboratories in all their institutions.

2. The students should help their students and support them at times of adjustment problems, emotional pains and feelings of loneliness.

3. Co-curricular activities like discussion, seminar and exhibitions should be organized in schools.

Suggestions of the Study

Researches scholars, interested in this area of professional commitment, may take up the following for further in investigation.

1. Health adjustment and risk -taking behavior of high school students.

2. Relationship between level of aspirations and academic achievement of high school students

3. Impact of professional commitment of school students on the academic achievement of students.

Conclusion

Health adjustment of high school students and Level of aspirations are found to be moderate. Positive correlation has been noticed between the health adjustment and level of aspirations of high school students. From the findings of the present study, it is inferred that there is an urgent need to improve the level of aspirations for a desired academic achievement. Health adjustment is import role in school. It is also observed that better level of aspirations has enhanced students to commit themselves more to their study.

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SELF CONCEPT AND VOCATIONAL MATURITY OF PROSPECTIVE TEACHERS

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Abstract
The focus of present study was to ascertain the influence of self concept and vocational maturity of prospective teachers. Descriptive survey method was used to conduct the study. The sample comprises of 300 prospective teachers acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of prospective teachers in their social perception is moderate in Virudhunagar district. The findings reveal that there is significant relation between self concept and vocational maturity of prospective teachers.
*Keywords***:** *self concept, vocational maturity, significant, Survey method.*

Introduction

Education gives an opportunity for an individual to understand the world around him and his place in it. Education creates a well balanced personality in the individual with an equal development of intellect and physical health features. Gandhiji the father of our nation considers values as an inseparable component in the full flowering and development of personality. For him every value component is a typical way of life and distinguishes one human being from another and values are determinants of human behaviour. Thus the personality of a person that characterizes his individuality, finds an appropriate avenue of self development. To achieve success in life the individual needs numerous virtues like will-power, self-confidence, self-respect, belief etc. Increasing will-power leads to confidence in one-self. The confidence leads to self-respect. Different philosophers of education have kept very high ideal and aims of education like character development, self-realization, self-actualization etc. The self-concept, a person's notion of himself becomes an enduring aspect of his personality. If the self-concept is faulty, it may make a big difference in one's self-confidence in the kind of activities he engages in, in his relationship with others and in his achievement in general.

Significance of the Study

The major objective of education is the all round development of the personality of the child. The development of personality is determined not only by heredity but also by the self-concept of the individual. Since the educational system of today is very much result-oriented, it is important to nurture individuals who have a good self-concept. The investigator has a feeling that he is mostly, the awareness of oneself. If the person is aware of his good qualities and also his limitations and accepts them, he will be able to improve his behaviour by giving more importance to his good qualities and try to minimize his limitations. For this there is a need for the young people to be helped in schools and institutions to have the knowledge of awareness and acceptance of oneself. It is only when a person accepts himself, he can improve his behaviour. The teachers must help the younger generation to accept themselves and come up with their qualities in the society. There is much more need of this study in the present generation with lack of awareness and especially self-acceptance.

Objectives of the Study
1. To find out the level of self concept of prospective teachers.
2. To find out the level of vocational maturity of prospective teachers.

Hypothesis
1. There is no significant difference between male and female prospective teachers in their self concept.
2. There is no significant difference between male and female prospective teachers in their vocational maturity.

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 prospective teachers 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 prospective teachers from 10 colleges of education in Virudhunagar district.

Tool
Self concept and vocational maturity scales 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 self concept of prospective teachers.

Table 1 Level of self concept of Prospective teachers

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
125	41.7	131	43.7	44	14.7

It is inferred from the above table that 41.7% of the prospective teachers have low, 43.7% of them have moderate and 14.7% of them have high level of self concept.

Objective: 2
To find out the level of vocational maturity of prospective teachers.

Table 2 Level of Vocational Maturity of Prospective teachers

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
125	41.7	115	38.3	60	20.0

It is inferred from the above table that 41.7% of prospective teachers have low, 38.3% of them have moderate and 20.0% of them have high level of vocational maturity.

Null Hypothesis: 1

There is no significant difference between male and female prospective teachers in their self concept.

Table 3 Difference Between Male and Female Prospective Teachers in their Self Concept

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	55.965	6.8314	3.774	S
Female	157	53.064	6.4804		

It is inferred from the above table that calculated 't' value (3.774) 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 prospective teachers in their self concept.

Null hypothesis: 2

There is no significant difference between male and female prospective teachers in their vocational maturity.

Table 4 Difference Between Male And Female Prospective teachers In Their Vocational Maturity

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	157	78.5860	10.72	2.629	S
Female	143	75.0979	12.25		

It is inferred from the above table that calculated 't' value (2.629) 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 prospective teachers in their vocational maturity.

Major Findings

1. The level of social perception of prospective teachers is moderate.
2. The level of vocational maturity of prospective teachers is low.
3. There is significant difference between male and female prospective teachers in their self concept.
4. There is significant difference between male and female prospective teachers in their vocational maturity.

Interpretation

1. The 't' test result shows that there is significant difference between male and female prospective teachers in their self concept. Male students (55.95) are better than female students (53.06) in their self concept. It is found that the female has more self-concept than male students. This is may be due to fact that female students are participate novel approaches like Team-work, Co-operative learning, debate, speech competition Workshops, Seminars, courses etc. so that they can improve their self concept.
2. The 't' test result shows that there is significant difference between male and female prospective teachers in their vocational maturity. Male students (78.58) are better than female students (75.09) in their vocational maturity. Male students are better than female students in their vocational maturity. Male students Processes of child and adolescent vocational development include acquisition of knowledge, beliefs, and values about work options and requirements, exploration of interests that will be

relevant for occupational interest development, development of academic aspirations, self-efficacy, expectations, and attainment.

Recommendations

1. Self-concept of the college students is found to be average which may be boosted through special talks, seminars and proper guidance programmes for the parents and teachers.
2. Teachers should motivate and give positive strokes to the students so that they may develop self-concept.

Suggestions of the Study

1. The study can be made comprehensive by extending it to state level which will make the results more valid and reliable.
2. A similar study can be conducted on students of CBSE board or ICSE board.
3. A sample from other state of the country can also be taken to conduct a similar study.

Conclusion

The present investigation points out positive correlation between self-concept and vocational maturity. The study may find some usefulness in the field of modern education and may serve as a database for the future research. This knowledge would be of immense importance to the Teacher educators, educational planners and the Society at large. We can conclude by saying the words of Monroe "The final purpose of educational research is to ascertain principles and develop procedures in the field of education".

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A STUDY ON EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS

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Abstract

This study focused on assessing the emotional maturity of higher secondary students. The main objective was to determine the level of emotional maturity among higher secondary students and to analyze differences based on gender. A survey method was used, and data were collected from a sample of 200 students selected randomly from six higher secondary schools in Srivilliputtur Taluk. A standardized Emotional Maturity Scale (2024), developed by the investigators and the research guide, was administered. Data were analyzed using statistical tools such as Mean, Standard Deviation, and t-test. The results indicated that the overall level of emotional maturity among the students was moderate. Furthermore, a significant difference was found between male and female students, with female students demonstrating higher emotional maturity.

Introduction

Emotional maturity is a fundamental aspect of an individual's overall personality and significantly influences behavior, decision-making, interpersonal relationships, and academic performance. It refers to the ability to manage emotions constructively, cope with stress, respond to social situations appropriately, and maintain emotional balance during challenges. For higher secondary students, who are at a transitional stage between adolescence and adulthood, emotional maturity plays a crucial role in shaping their academic success, peer relationships, and future aspirations. The development of emotional maturity during this critical stage is influenced by multiple factors such as parental guidance, peer interactions, educational experiences, and cultural context. Students who possess a high level of emotional maturity are better equipped to handle academic pressures, social conflicts, and personal challenges. In contrast, those with low emotional maturity may exhibit behavioral issues, emotional instability, and poor coping mechanisms. This study aims to explore the emotional maturity of higher secondary students and examine gender differences to provide insights for educators, counselors, and parents in fostering emotional development during this formative period.

Significance of the Study

The higher secondary stage is a sensitive period marked by emotional, physical, and cognitive transformations. At this juncture, students face increased academic pressure, identity concerns, and interpersonal complexities. The ability to respond to these challenges with emotional maturity determines their capacity to succeed in academic and personal life. This study is significant as it sheds light on the emotional development of students during this crucial phase and identifies gender-based variations that may affect their behavior and performance. The findings will help parents, teachers, and counselors recognize the emotional needs of students and implement appropriate interventions to enhance emotional maturity. Moreover, the study contributes to the educational psychology literature by providing data that can inform future guidance programs and emotional support systems in schools. Understanding students' emotional

maturity will also assist in creating a supportive school environment that nurtures personal growth and well-being.

Objectives of the Study

- To determine the level of emotional maturity among higher secondary students.
- To determine the level of emotional maturity among higher secondary students with respect to gender.

Hypotheses of the Study

1. The level of emotional maturity among higher secondary students is moderate.
2. There is no significant difference in emotional maturity among higher secondary students with respect to gender.

Methodology

The present study adopted the survey method. A sample of 200 higher secondary students was randomly selected from six schools located in Srivilliputtur Taluk. The Emotional Maturity Scale (2024), developed and standardized by the investigators and research guide, was used to measure the emotional maturity of the students. Data were analyzed using Mean, Standard Deviation, and t-test.

Analysis of the Study

1. Level of Emotional Maturity among Higher Secondary Students is average

Table 1 Level of Emotional Maturity among Higher Secondary School Students

Low		Moderate		High	
Count	*%*	*Count*	*%*	*No.*	*%*
30	15.0	142	71.0	28	14.0

From the above table, 15% of the students have a low level of emotional maturity, 71% show a moderate level, and 14% have a high level of emotional maturity.

2. Level of Emotional Maturity among Higher Secondary Students with Respect to Gender is average

Table 2 Level of Emotional Maturity among Students Based on Gender

Gender	Low	%	Moderate	%	High	%	Total
Male	20	20	65	65	15	15	100
Female	10	10	77	77	13	13	100

Among male students, 20% are in the low level, 65% in the moderate, and 15% in the high emotional maturity level. Among female students, 10% are in the low level, 77% in the moderate, and 13% in the high level. Female students show relatively better emotional maturity.

3. There is no Significant Difference in Emotional Maturity among Higher Secondary Students with respect to gender

Table 3 Significant Difference in Emotional Maturity among
Higher Secondary Students with Respect to Gender

Gender	N	Mean	SD	Calculated 't'	Remarks
Male	100	110.84	10.243	2.356	Significant
Female	100	113.92	9.754		

(At 5% significance level, table value = 1.96)

Since the calculated t-value (2.356) is greater than the table value (1.96), the null hypothesis is rejected. This indicates that there is a significant difference between male and female students in terms of emotional maturity.

Findings of the Study

1. 15% of the students exhibit low emotional maturity, 71% moderate, and 14% high emotional maturity.
2. Female students demonstrated higher levels of emotional maturity compared to male students.
3. There is a statistically significant difference in emotional maturity between male and female students.

Interpretation of the Study

The results of the study reveal a moderate level of emotional maturity among higher secondary students, which is expected given their developmental stage. However, the significant difference found between genders highlights that female students tend to exhibit more emotional control and regulation than their male counterparts. This could be due to societal expectations, parental interactions, and emotional socialization patterns. Such insights are important for tailoring gender-sensitive emotional development programs in schools.

Recommendations of the Study

1. Emotional education programs should be introduced in school curricula.
2. Parents should be guided through workshops to support their children's emotional development.
3. Gender-sensitive counseling services should be provided regularly.
4. Teachers must be trained to identify emotional difficulties among students.
5. Schools should encourage open dialogue and emotional expression.
6. Emotional awareness campaigns can help reduce stigma around seeking help.
7. Peer support groups can promote empathy and self-awareness.
8. Incorporate emotional maturity assessments in student progress tracking.
9. Design classroom activities that enhance emotional and social intelligence.
10. Further studies can be conducted focusing on socio-economic and cultural correlates of emotional maturity.

Conclusion of the Study

The study concludes that the emotional maturity of higher secondary students is predominantly moderate, indicating a need for targeted interventions to support emotional development during adolescence. Female students showed higher levels of maturity compared to male students, suggesting gender differences in emotional coping mechanisms. These findings underline the importance of emotional education and support systems in schools. Educators and parents should work collaboratively to nurture emotionally mature individuals who can handle stress, maintain positive relationships, and succeed both academically and personally.

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