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CONTENTS

COMPARATIVE STUDY OF ACADEMIC STRESS AMONG HIGH SCHOOL STUDENTS OF CBSE TN BOARD UNDER GRADING SYSTEM

[1]S.Adeline [2]Dr.M.Meenakshi

Introduction

People of all ages are affected by stress and anxiety. High school students seem especially vulnerable to this reality. Adolescence is a time of rapid biological change, personal development, social interactions, social expectations, and peer influence. The locus of much of this phenomenon is in the school environment. For many students, high school may be stressful. Students feel the effects of stress in harsh and also negative ways. Some of these effects include a sudden drop in grades, depression, general fatigue, insomnia, mood swings, temper tantrums and aggression. Studies show that stress and anxiety during adolescence may even have a negative effect on cardiovascular health of otherwise healthy teenagers. Not only does stress and anxiety affect the human body physically, it also can harm a person's emotional well being as well. Stress and anxiety levels affect the students academically and change the way the person thinks and acts during school or time spent in studying.

Stress exists from the change in an individual's thinking and their lifestyle nowadays. Now, individuals have changed in their perceptions and the way they interpret this life. Students in their teens are the ones who are going through the transitional phase, which is an intermediate of childhood and adulthood. During the teen years, a lot of biological, physical, mental and emotional changes are happening, as well as the changes in responsibility and role. In order to stabilize these changes, the students are always confronted with problems and conflicts. For some students who are not capable of dealing with it, the changes will create stress and tension to them. If it is not dealt with in the early stages, the student may experience mental problems.

Stress is believed to be caused by the various problems that exist such as problems at school, financial problems, family problems and problems in their surroundings. Adolescents also experience stress because they are sometimes trapped between making decisions which is to follow rules and orders or to be free and discover the world like they should. Adolescents in the previous days were trained for things that were suitable with their age so that they can use it to manage their lives. But now, adolescents have to follow their parents' desires which are preparing them to compete in the social system where the society is scrambling towards modernization so that they are not left behind. If it is not managed well, stress can ignite psychological disturbances among them when they are grown up. These disturbances will cause stress to the adolescents in the future if they are not overcome now.

Among the question that need to be answered are, does the need to achieve good academic have an impact on the stress experienced by students, is there a difference between stress in female and male students. Hopefully with the research that is conducted can help identify and understand the stress that is experienced by students and can also help the students deal with the stress.

Need of Study

Although there has been considerable study about stress and anxiety, much of research has focused on adult conditions. This study is intended to review stressful events in the life of high school students. From 2009-10 session C.B.S.E and TN Board has adopted grading system with an objective of reducing the academic stress among the high school students, so it is necessary to find out if there is any change in the stress level of the students. As our society is dynamic and progressive there has been a considerable change in the socio-economic status, school environment and home environment of students. So this study also intends to testify the previous researches that academic stress is gender specific i.e. females are more stressful and anxious as compared to males.

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There is rapid increase in the prevalence rate of stressful and anxious behaviour among students in India and all over the world, so there is a need to study in this field from time to time. The study is necessary not only to study the behaviour but also helps to know what intervention strategies should be used for the adjustment of stressful and anxious behaviour in high school students.

Objectives of Study
1. To study the academic stress high school students under grading system of C.B.S.E and TN Board
2. To study whether academic stress is gender specific

Hypothesis
For the purpose of present study following hypotheses have been formulated
1. There is no significant difference in academic stress of students of CBSE group and TN BOARD group
2. There is no significant difference in academic stress of CBSE group males and TN BOARD group males
3. There is no significant difference in academic stress of CBSE group females and TN BOARD group females
4. There is no significant difference in academic stress of students of CBSE males group and CBSE females group
5. There is no significant difference in academic stress of students of TN BOARD males group and TN BOARD females group
6. There is no significant difference in academic stress of students of CBSE males group and TN BOARD females group
7. There is no significant difference in academic stress of students of CBSE females and TN BOARD males group

Terms and Definitions
Comparative study means comparing the academic stress of TN Board and CBSE high school students.
Academic stress – stress handled by students in academics.
High school students – students of class 9 and 10 in the education system of India
Grading system – marks will not be revealed to the students rather grades – A, A+, B, B+, C,D are issued during their results.

Methodology
The investigator uses stratified random sampling technique to collect 300 samples in Madurai district. The investigator plans to undertake survey method as a technique for this study. The investigator will prepare the opinionnaire which has 40 items with 5 point scale (No stress, slight stress, moderate stress, high stress, extreme stress).

Findings of the Study
Hypothesis 1
There is no significant difference in academic stress of students of CBSE group and TN BOARD group

Group Statistics					
	Gender	N	Mean	Std. Deviation	Std. Error Mean
Total	Male	100	120.81	4.760	.476
	Female	200	123.30	4.340	.307

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total	Equal variances assumed	.051	.821	-4.525	298	.000	-2.485	.549	-3.566	-1.404
	Equal variances not assumed			-4.388	182.677	.000	-2.485	.566	-3.602	-1.368

Hypothesis 2

There is no significant difference in academic stress of CBSE group males and TN BOARD group males

Group Statistics					
	Family Type	N	Mean	Std. Deviation	Std. Error Mean
Total	Nuclear	174	122.64	4.741	.359
	Joint	126	122.23	4.474	.399

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total	Equal variances assumed	1.055	.305	.753	298	.452	.408	.542	-.658	1.474
	Equal variances not assumed			.760	278.070	.448	.408	.537	-.649	1.464

Hypothesis 3

There is no significant difference in academic stress of CBSE group females and TN BOARD group females

Group Statistics					
	Medium of Instruction	N	Mean	Std. Deviation	Std. Error Mean
Total	tamil	0[a]	.	.	.
	english	300	122.47	4.627	.267
a. t cannot be computed because at least one of the groups is empty.					

Hypothesis 4

There is no significant difference in academic stress of students of CBSE males group and CBSE females group

Group Statistics					
	Education Institution Locality	N	Mean	Std. Deviation	Std. Error Mean
Total	Urban	150	121.91	3.700	.302
	Rural	150	123.02	5.354	.437

Independent Samples Test									
		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig.(2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Total	Equal variances assumed	32.855	.000	-2.083	298	.038	-1.107	.531	-2.152	-.061
	Equal variances not assumed			-2.083	264.893	.038	-1.107	.531	-2.153	-.060

Hypothesis 5

There is no significant difference in academic stress of students of TN BOARD males group and TN BOARD females group

Group Statistics					
	Education Institute Type	**N**	**Mean**	**Std. Deviation**	**Std. Error Mean**
Total	TN Board	150	121.91	3.700	.302
	CBSE	150	123.02	5.354	.437

Independent Samples Test										
		Levene's Test for Equality of Variances		**t-test for Equality of Means**						
									95% Confidence Interval of the Difference	
		F	**Sig.**	**t**	**df**	**Sig. (2-tailed)**	**Mean Difference**	**Std. Error Difference**	**Lower**	**Upper**
Total	Equal variances assumed	32.855	.000	-2.083	298	.038	-1.107	.531	-2.152	-.061
	Equal variances not assumed			-2.083	264.893	.038	-1.107	.531	-2.153	-.060

Hypothesis 6

There is no significant difference in academic stress of students of CBSE males group and TN BOARD females group

ANOVA					
Father's Educational Qualification	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	33.388	2	16.694	.778	.460
Within Groups	6369.278	297	21.445		
Total	**6402.667**	**299**			

Hypothesis 7

There is no significant difference in academic stress of students of CBSE females and TN BOARD males group

ANOVA					
Mother's Educational Qualification	**Sum of Squares**	**df**	**Mean Square**	**F**	**Sig.**
Between Groups	2.147	2	1.074	.050	.951
Within Groups	6400.519	297	21.551		
Total	**6402.667**	**299**			

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INFLUENCE OF PARENTAL INVOLVEMENT ON ACADEMIC ACHIEVEMENT OF ELEMENTARY SCHOOL CHILDREN IN MADURAI DISTRICT

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Introduction

It is no wonder that parent involvement with the schools has become a major educational issue. This is an era of increasing concern about the quality of education in this country. States are rating a greater role in monitoring and maintaining academic standards. Communities are ever more watchful of the expense of public education. Local schools are concerned about continuing to provide high quality teaching and other services with dwindling resources. And parents want assurance that their children will receive adequate preparation to lead rewarding adult lives.

As parent involvement a valuable, if largely untapped, resource for schools struggling to provide state of the art instruction with diminishing funds a way to instill pride and interest in schooling, increase student achievement and enhance a sense of community and commitment? Or it is one more responsibility to add to overburdened teachers and administrators or even a threat to the autonomy and professionalism of the schools?

The family has been viewed as having primary responsibility for the care and rising of children. A considerable body of research has proved the influence of familial variables like parent-child relations, parental involvement, cultural background of the family, socio-economic status, facilities for learning at home, etc. on the various cognitive and affective outcomes of children.

The educational achievement of children begins form the home. According to Cottle (1968) "Good parents produce good students". The child's attitudes towards school, attitude towards education, etc. are fashioned to a great extent by his family. Studies conducted by Sarkar (1983), Agarwal (1986), Yadav (1998), etc. revealed that in the absence of parent support it is very difficult for children to attain higher educational achievement.

Need for the Study

Educational partnership presupposes, respect, shared interests and open communications between parents, teachers and the school. Educational partnership is the process in which partners aim to strengthen and support each other to produce results which signify on improvement for the children involved. Such a partnership also presupposes a real interest in the cultural and society diversity of child rearing situations and educational opinions demonstrated across parents.

It has also been shown to be important for teachers to have a number of strategies for dealing with a heterogeneous socio-cultural population before they enter into cooperative relations with parents. For this purpose, continuing education and support are absolutely necessary.

More than this, teacher training should also include attention to the knowledge, insight and skills needed to successfully cooperate with groups of parents from very different socio-economic and cultural basic groups.

Objectives of the Study
- To compare the difference in parental involvement between Government and aided schools.
- To find out the difference in parental involvement based on socio-economic status.
- To find out the relationship between parental involvement and children's academic achievement.

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Hypotheses of the Study
- There is a significant difference in the parental involvement between government and aided schools.
- There is a significant difference in parental involvement based on socio-economic status.
- There is a significant relationship between parental involvement and children's academic achievement.

Methodology

In order to accomplish the objectives of the study, survey method is adopted. The survey study tried to find out the influence of parental involvement on achievement, effect of socio-economic on achievement and parental involvement.

Random sampling is used for the selection of sample. The present study is conducted in Madurai district. The population for the study consists of VIII standard students in the Madurai district, Tamil Nadu. A sample of 300 students of both gender belonging to Government and private aided higher secondary schools are selected randomly. The following tools were used for data collection

- A questionnaire is used to find out the parental involvement and its influence on academic achievement of the students.
- A socio-economic status scale is used to find out the status of parents and its effect on academic achievement and parental involvement.
- Academic achievement, an aggregate of quarterly and half yearly marks of all students are considered on academic achievement scores.

Findings of the Study

Hypothesis 1 : There is a significant difference in parental involvement between Government and private aided schools.

Sl. No.	Group	N	M	SD	t-value	Significance at 0.05 level
1.	Parental involvement in Government higher secondary schools	150	28.6	4.20	0.908	Not significant
2.	Parental involvement in private aided schools	150	29.2	3.30		

Results of t-test between Government and private aided schools

The results of the analysis provided in the table reveal that, the obtained t-value (0.908) is less than the table value (1.98) at 0.05 levels. Therefore, the t-value is not significant at 0.05 level. Hence, the hypothesis is rejected. That is, there is no significant difference in parental involvement between Government and private aided schools.

Hypothesis 2: There is significant difference in parental involvement based on socio-economic status.

The mean and standard deviation of high, average and low groups of socio-economic status are given in table below.

Sl. No.	Socio-economic status groups	N	Mean	Standard deviation
1	High	156	27.9	3.88
2	Average	92	28.8	3.22
3	Low	52	30.8	3.24

Mean and standard deviation of high, average and low groups of socio-economic status

Sl. No.	Source of variation	Sum of squares	df	Mean score	F	Significance at 0.05 level
1.	Between socio-economic status	166.4	4	83.19	6.478	Significant
2.	Within socio-economic status	1888.0	296	12.84		
	Total	**2054.0**	**300**			

ANOVA table for parental involvement based on socio-economic status

The results of the table reveal that the obtained F-value (6.478) is more than the table value (2.99) at 0.05 levels. Therefore, the F-value is significant at 0.05 levels. Hence the above hypothesis is accepted. That is, there is a significant difference in parental involvement based on socio-economic status.

Hypothesis 3: There is significant relationship between parental involvement and students academic achievement.

To test the above hypothesis, Carl Pearson Product Moment Method of Correlation is used. The correlation coefficient is 0.309, which is significant at 0.05 level. Hence the hypothesis is accepted. There is a significant relationship between parental involvement and children's academic achievement.

Major Findings
- Parental involvement in the education process influences the academic achievement of their children.
- No difference exists in so far as involvement of parents among Government and private aided higher secondary schools are concerned.
- The status of parents may not be a major hurdle in providing better education. In fact, some of the students, despite their lower status have performed well, that lower status itself acts as a motivating factor to perform well.

Implications of the Study

In this study three Government and three private aided higher secondary schools of Madurai district were considered. Totally 300 family or parents are involved in this study. The main objective of the present study was examined the influence of parental involvement on academic achievement and also investigate any difference exists in parental involvement in between Government and private aided schools. Study also intends to know the relationship between socio-economic status and level of parental involvement. The study revealed that parental involvement has tremendous influence on academic achievement. Absolutely no difference is found in the level of involvement of parents in between Government and private aided higher secondary schools. Study show that socio-economic status will not stop the parents to provide better education to their children.

Within the schools themselves, the different desires and interests of parents should also be taken more into consideration. The school itself should work more actively on the attainment of greater insight into parental desires and interests which may or may not be raised implicitly by the parents themselves. In addition, the extent to which the already more actively involved parents are willing to give shape to which the different form of parental involvement in interaction with ethnic minority and low educated parents will play a critical role. It is essential that the diversity of desires and interest among parents be recognized as such recognition provides the basis for the dialogue which can then lead to consensus.

In such a manner, it is possible to develop an integrated and systematic approach to parental involvement at the level of school. And from such a perspective, a clear shift can be elicited from a request situation in which parents are occasionally called upon to lend a helping hand and schools occasionally help parents at home to an interaction situation. In which teachers, parents and schools exchange ideas as equals with regard to the education and development of children and pupils.

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AN INVESTIGATION INTO OCCUPATIONAL STRESS AMONG HIGHER SECONDARY TEACHERS

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Introduction

The present study is a survey in nature to find out "The occupational stress among higher secondary mathematics teachers". The investigator in order to find out the stress and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The data were given appropriate statistical treatments. The findings and conclusion drawn from the data were given appropriate statistical treatments. The findings and conclusion drawn from the data are recorded this study.

Need for the Study

Stress is a biological term which refers to the consequences of the failure of a human or animal body to respond appropriately to emotional or physical threats to the organism, whether actual or imagined. It includes a state of alarm and adrenaline production, short-term resistance as a coping mechanism, and exhaustion. It refers to the inability of a human or animal body to respond. Common stress symptoms include irritability, muscular tension, inability to concentrate and a variety of physical reactions, such as headaches and accelerated heart rate.

The higher secondary stage is a most crucial stage for students. Because it is the stage which decides his life further education as well as career choice. So, all of them put pressure on children at this stage. The teachers too face pressure from the administrative side of the school as well as from parents. The whole year the teachers undergo different types of pressures. These lead then to stress. This stress has certain effects as their physical as well as psychological well being. Many teachers face headache, vomiting sensation and easily affected by diseases. Their emotional balance is also under attack. Hence, the present investigator thought of conducting the present study which has the objective of finding not stress among higher secondary mathematics teachers.

Objective of the Study

1. To find out the level of stress among higher secondary mathematics teachers.
2. To find out the significant difference in stress among higher secondary mathematics teachers in terms of sex.
3. To find out the significant difference in stress among higher secondary mathematics teachers interms of types of school.
4. To find out the significant differences in stress among higher secondary mathematics teachers interms of locality.
5. To find out the significant difference in stress among higher secondary mathematics teachers interms of teaching experience.

Hypotheses Formulated for the Study

1. The higher secondary mathematics teachers do not have stress.
2. There is no significant difference in stress among higher secondary mathematics teachers in terms of sex.
3. There is no significant difference in stress among higher secondary teaches in terms of types of school.
4. There is no significant difference in stress among higher secondary mathematics teachers in terms of locality.
5. There is no significant difference in stress among higher secondary mathematics teachers in terms of experience.

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Terms and Definitions

Stress - refers to any force, importance, pressure, strain, exertion higher secondary mathematics teachers - refers to teachers at +2 level of 10+2+3 system of education in India

Methodology in Brief

The present investigation has been basically designed as normative study with survey as a technique of research employed. The development and validation of the tool used for the study sampling technique followed and statistical measures applied. Tool construction is an important part in the research process. The investigator has recorded here the process of tool development and validation here. The first step in rating scale is the preparation of the plan, so the researcher planned the objectives, content of the study population of the study, item types and the procedure to be followed in rating scale development. The researcher has studied the concept of stress in detail and decided the following 39 items. The researcher has collected 39 items on stress based as his own experience and through review of literature on stress. After careful discussion personally with the teacher educators and the persons knowledgeable in the field of education and psychology, the weak and poor items were both modified and improved. Initially 39 items were selected.

Findings
Hypothesis 1

The teachers at higher secondary level do not have stress.

Table 1.1 Average Rating on Level of Stress among Higher Secondary Teachers

S.No	Rating	Stress level	No. of students	% of teachers
1.	1.5 to 2.00	High	18	8.78
2.	0.5 to 1.4	Medium	112	54.63
3.	Below 0.4	Low	75	36.58

It is evident from table 1.1 that 8.78% of the teachers of higher secondary as having stress at high level ranging from 1.5 to 2.00. 54.63% of the teachers of higher secondary are having stress at medium level ranging from 0.5 to 1.4. 36.58% of teachers of higher secondary are having stress at low level ranging from below 0.4.

It may be concluded from the above table that the majority of teachers are having stress at medium level. A considerable number of teachers are having stress at low level. But only one percent of teachers have stress at very high level.

Hypothesis: 2

There is no significant difference in stress among higher secondary teachers in terms of sex.

Table: 2.1 Significance of Difference in Stress among Higher Secondary Teachers in Terms of Sex

S.No	Sex	N	M	S.D	"t"	Critical value	Level of significance
1.	Male	45	0.698	0.289	2.293	1.960 for df of 198 at 0.05 level	Significance at 0.05 level
2.	Female	160	0.584	0.331			

It is evident from table 2.1 that the obtained 't' value is 2.293. It is higher than the critical value of 1.960 for difference of 198 at 0.05 levels. There exists significant difference in stress among higher secondary teachers in terms of sex. Hence, the null hypothesis 1 stated is rejected. The mean value of male teachers (0.698) is higher than the female teachers (0.584). The male teachers are found be having more stress than female teachers.

There exists significant difference in stress among higher secondary teachers in terms of sex. The male teachers are found to be more stressful than female teachers.

Hypothesis 3

There is no significance difference in stress among higher secondary teacher's in terms of type of school.

Table: 3.1 Significance of Difference in Stress among Higher Secondary Teachers in Terms of Type of School

S.No		Type of school	N	M	S.D	"t"	Critical value	Level of significance
1	A B	Government Government Aided	55 60	0.577 0.613	0.341 0.302	0.6	1.980 for df of 113 at 0.05 level	N.S
2	A B	Government Matric	55 90	0.577 0.627	0.341 0.323	0.909	1.960 for df of 143 at 0.05 level	N.S
3	A B	Government Aided Matric	60 90	0.302 0.627	0.302 0.323	6.5	1.960 for df of 148 at 0.05 level	N.S

It is evident from table 3.1 that the obtained "t" value is 0.6 for the significant difference in stress between government school teachers and government aided school teachers. It is lesser than the critical value of 1.980 for df of 113 at 0.05 level. Hence, there are no significant differences between government teachers and govt. aided teachers in stress.

The obtained "t" value is 0.909 for the significant difference in stress between government school teachers and matric school teachers. It is lesser than the critical value of 1.960 for df of 143 at 0.05 level. Hence, there is no significant difference in stress between government teachers and matriculation teachers.

The obtained "t" value is 6.5 for the significant difference in stress between government aided teachers and matric teachers. It is higher than the critical value of 1.960 for df of 148 at 0.05 level. Hence there is significant difference in stress between government aided and matric teachers. Therefore the hypothesis stated is rejected.

It may be concluded that there is no significant differences in stress among higher secondary teachers in terms of type of school.

Hypothesis 4

There is no significant difference in stress among higher secondary teachers in terms of locality.

Table: 4.1 Significance of Difference among Higher Secondary Teachers in Terms of Locality

S.No	Locality	N	M	S.D	"t"	Critical value	Level of significance
1	Village	55	0.613	0.344	0.057	1,960 for df of 203 at 0.05 level	N.S
2	Town	150	0.610	0.321			

It is evident from table 4.1 that the obtained value is 0.057. It is lesser than the critical value of 1.960 for df of 203 at 0.05 level. Hence, it may be there exists no significance interpreted that in stress among higher secondary teachers in terms of locality. Hence, Null Hypothesis 4 is accepted.

From the above, it may be concluded that there is no significant in stress among higher secondary teachers in terms of locality.

Hypothesis 5

There are no significant differences in stress among higher secondary teachers in terms of teaching experience.

Table: 5.1 Significance of Difference in Stress among Higher Secondary Teachers in Terms of Teaching Experience

S.No	Types of school	N	M	S.D	"t"	Critical value	Level of significance
1	Below 5 years	55	0.588	0.270	2.509	1.980 for df of 111 at 0.05 level	Significance at 0.05 level
	5-10 years	58	0.726	0.321			
2	Below 5 years	55	0.588	0.270	0.230	1.960 for df of 145 at 0.05 level	N.S
	Above 10 years	92	0.576	0.360			
3	5-10 years	58	0.726	0.321	2.745	1.960 for df of 148 at 0.05 level	Significance at 0.05 levels
	Above 10 years	92	0.575	0.360			

It is evident from table 5.1 that the obtained't' value of 2.509 for the significance differences in stress between higher secondary teachers having experience below 5 years and 5-10 years. It is higher than the critical value of 1.980 for df of 111 at 0.05 level. Hence, it may be interpreted that there is significant difference in stress among higher secondary teachers having experience between below 5 years and 5-10 years. Therefore the null hypothesis 5 stated is rejected

The mean value of teachers having experience 5-10 years (0.726) is higher than the higher secondary teachers having experience below 5 years (0.588). The higher secondary teachers having experience 5-10 years are found to be having more stressful than higher secondary teachers having experience below 5 years.

The obtained't' value of 0.230 for the significant difference in stress between higher secondary teachers having experience below 5 years and above 10 years. It is lesser than critical value of 1.960 for df of 145 at 0.05 level. Hence it may be interpreted that there is no significant difference in stress between higher secondary teachers having below 5 years and above 10 years.

The obtained't' value is 2.745 for the significant difference in stress between higher secondary teachers having experience 5-10 years and above 10 years. It is greater than critical value of 1.960 for df of 148 at 0.05 level. Hence it may be interpreted that there is significant difference in stress between higher secondary teachers having experience 5 -10 years and above 10 years. Hence, the null hypothesis 5 is rejected.

The mean value of higher secondary teachers having 5-10 years (0.726) is higher than the higher secondary teachers having experience above 10 years (0.575). The higher secondary teachers having experience 5-10 years are found to be more stressful than higher secondary teachers having experience above 10 years.

From the above discussions, it may ne concluded that there is significant difference in stress among higher secondary teachers in terms of teaching experience. The teachers having experience 5-10 years are more stressful followed by teachers having experience below 5 years and teacher having experience above 10 years.

Educational Implications

The present study has got educational implications that it is the reflection of stress level experienced by teachers in higher secondary schools. The majority of teachers taken in the sample about 54.63% have stress at moderate level while 36.58 % of teachers are experiencing stress only at low level. Only 8.78% of teachers are having stress at severe level. There may be a lot of reasons for the teachers to experience severe stress. It may be due to biological, sociological and psychological causes. It might be because of poor planning, lack of personal morale and etc. The study highlights the point that the teachers are having stress at moderate level. Mostly the govt. and govt. aided schools have been selected for this study. These schools appoint teachers after a lot of years experience in teaching profession. They may be from the age of 40 to 58. In this age psychologically they are in the mature adult stage. Naturally they may have good emotional balance.

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MATHEMATICS ANXIETY AND ACADEMIC ACHIEVEMENT AMONG HIGH SCHOOL STUDENTS IN TIRUNELIVELI

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Abstract

The present research attempts to study the relationship between the mathematical anxiety and academic achievement among high school students. There is no significant relationship between the high school students' mathematics anxiety and their educational levels. There is a significant difference between the mathematical anxieties of moreover students majoring in humanities and natural science students and the students of physics and mathematics students. There is a significant difference the mathematics anxiety of male and female students.

Need of the Study

Students have psychology fear, when they hear the word mathematics. The fear is due to the lack of awareness among students about Mathematics. The topic is chosen to create awareness and interest among high school students. The topic **"MATHEMATICS ANXIETY AND ACADEMIC ACHIVEMENT AMONG HIGH SCHOOLS STUDENTS"** fulfils all expectation of the researcher.

Objective of the Study

1. To measure the level of mathematics anxiety and academic achievement among high school students.
2. To measure of significant influence of independent variable are gender, school type, nativity, residences, study habit, parent's qualification, medium of school, school kind, tuition under going, library usage, learning hours, learning types, participation on extra curricula activity, achievement on mathematics anxiety.
3. To find out the relationship between mathematics anxiety and academic achievement.

Hypothesis of the Study

1. There is no significant different in mathematics anxiety among high school students in terms of gender.
2. There is no significant different in mathematics anxiety among high school students in terms of residence.
3. There is no significant different in academic achievement among high school students in terms of parents qualification.
4. There is no significant different in academic achievement among high school students in terms of location of school.

Tearms and Definition

1. Maths anxiety   : it refers to the nervousness of using maths.
2. Academic achievement   : It refers to academic achievement is knowledge attained or skills development in the school subject usually designated by rest scores or by mark assigned commonly a measure of the students ability in terms of knowledge. Understanding, application, analysis synthesis and evaluation.
3. High school students   : It refers to students who are studying VIII, IX standard in deferent schools under government of Tamil Nadu.

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Methodology in Brief

The investigator uses stratified random sampling technique to collect 300 samples from five high schools in Thirunelveli district. The investigator plans to undertake survey method as a technique for this study. The investigator will prepare the questionnaire which has 43 items with 5 point scales (Strongly Agree, Agree, Undecided, Disagree, Strongly Disagree).

Finding of the study

Hypothesis: 1

There is no significant difference in mathematics anxiety among high school students in terms of gender.

The details of statistical measures and results of test of significant of difference between mean scores of in terms of in terms of in terms of gender are given in table 1

Table 1 Statistical measures and results test of significance of difference

Variable	Sub Variable	N	Mean	Sd	'T'	Level Of Significance At 0.05 Level
Gender	Male	163	142.9	19.28	2.071	significant
	Female	137	148.5	24.08		

It is evident from table 1, the obtained 't' value is 2.071 is greater then the table value 1.96 at the 0.05 level of significance. This shows that there is significant difference between students mathematics anxiety in terms of gender.

Hence the hypothesis 1 is rejected.

Hypothesis: 2 There is no significant different in mathematics anxiety among high school students in terms of residence.

The details of statistical measures and results of test of significant of difference between mean scores of in terms of in terms of in terms of residence are given in table 2

Table 2 measure and results test of significance of difference between the mean scores of mathematics anxiety: residence – wise

Variable	Sub variable	N	Mean	Sd	't'	Level of significance at 0.05 level
Residence	Home	287	144.4	22.37	0.522	Non significant
	Hostel	13	145.8	23.31		

It is evident from table 1, the obtained 't' value is 0.522 is greater then the table value 1.96 at the 0.05 level of significance. This shows that there is no significant difference between students mathematics anxiety in terms of Residence.

Hence the hypothesis 2 is accepted.

Hypothesis: 3 There is significant different in academic achievement among high school students in terms of parents qualification.

The details of statistical measures and results of test of significant of difference between mean scores of in terms of in terms of in terms of parents qualification are given in table 3

Table 3 Statistical measures and results test of significance of difference between the mean scores of mathematics anxiety : parents qualification – wise

Variable	Sub variable	N	Mean	SD	't'	Level of significance at 0.05 level
Parents qualification	Illiterate	118	142.3	24.27	1.9506	Non significant
	Literate	182	147.4	20.83		

It is evident from table No 1, the obtained 't' value is 1.9506 is greater then the table value 1.96 at the 0.05 level of significance. This shows that there is no significant difference between students academic achievement in terms of parents qualification.

Hence the hypothesis 3 is accepted.

Hypothesis 4 There is no significant different in academic achievement among high school students in terms of location of school.

The details of statistical measures and results of test of significant of difference between mean scores of in terms of in terms of in terms of parents qualification are given in table 3

Table 4 Statistical measures and results test of significance of difference between the mean scores of mathematics anxiety : location of school – wise

Variable	Sub variable	N	Mean	Sd	't'	Level of significance at 0.05 level
Location of school	Rural	222	147.2	22.43	2.878	Significant
	Urban	78	138.8	22.33		

It is evident from table No 1, the obtained't' value is 2.878 is greater than the table value 1.96 at the 0.05 level of significance. This shows that there is significant difference between students academic achievement in terms of location of school.

Hence the hypothesis 4 is rejected.

Hypothesis Verifications
1. There is no significant different in mathematics anxiety among high school students in terms of gender - Rejected
2. There is no significant different in mathematics anxiety among high school students in terms of residence - Accepted
3. There is no significant different in academic achievement among high school students in terms of parents qualification - Accepted
4. There is no significant different in academic achievement among high school students in terms of location of school – Rejected

Educational Implications

This piece of research work and its findings is a humble submission of the investigator to the field of education work.

Necessary case and attention should be taken to improve the mathematics anxiety of high school students which will in turn lead to their improvements in this academic achievement accomplishment. We exist in a competitive world in which individuals strive hard to achieve their goal. Future progress of the nation depends only on the performance and progress of the students.

That is why this study has given educational implications that mathematics anxiety and academic achievement in high school students. Hence it should be improved.

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A STUDY ON EMOTIONAL INTELLIGENCE AMONG B.ED TRAINEES

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Introduction

The present study is a normative study with survey as technique of research employed. The study has attempted to find out emotional intelligence among B.ED., trainees. The delimitation of the study is Ramnad District. It has taken a sample of 362 B.ED trainees by stratified random sampling method. The strata were Govt. and Private Teacher Training Institutes. The tool used in the study is a rating scale on Emotional Intelligence prepared and validated by the investigator. The hypothesis of the study is that emotional intelligence is dependent upon various subgroups of the sample namely ego, gender, marital status, social status, area, type of Institution, stay, parental education status, parental monthly income and hobby. Data were analyzed by applying appropriate statistical methods. The analysis of results, findings and conclusions drawn from the data are recorded in this study report.

Need for the Study

As long as we have had human beings (or Homo sapiens) we have had emotions! And probably long before: there is emerging evidence that animals also have emotions, and researchers are even discussing whether robots, or computers, can be programmed with emotional responses. The term emotional intelligence first arose around the beginning of the 20th century. In the 1920's Edward Thorndike expressed early concern at the over-emhasis on 'academic' intelligence, at the time when 'IQ' tests were being developed. IQ tests are a measure of cognitive intelligence, your 'Intelligence Quotient'. He was concerned that what he saw as emotional and social intelligences were equally, if not more, important and that they could be identified, and measured, as a completely separate entity from academic intelligence. Most of us can think of the stereotypical 'nerd' or boffin who is academically brilliant and socially inept.

Probably the most well-known contemporary author on emotional intelligence is Daniel Goleman. In 1996 his book "Emotional Intelligence: why it can matter more than IQ" was published, just at a time when the business and corporate world was hungry for more information about emotions. It became a number one bestseller. As is typical with Golemans work, this book is a very thorough and in-depth review of the latest cutting-edge (at the time) research into human emotions and how they affect our behavior. He quickly followed through with a book which places emotions in the context of work: "Working with Emotional Intelligence". In this book he gives one of the most popular definitions of emotional intelligence that is in use today:

The capacity for recognizing our own feeling and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships. It is referred to variously as emotional intelligence, social intelligence emotional-social intelligence (ESI) and simply EQ. The present day world in a competitive world, where students face innumerous problems. All of which need emotional intelligence. Managing emotions are more important than one's knowledge. It may he referred as coping with problems. The problems may be political, economical, social, cultural, and religious and so on. Emotional Intelligence is required from higher secondary level. Because the students have to decide educational as well as Vocational area. The B.ED trainees are after higher secondary level. They need emotional intelligence to undergo the training successfully and to go and manage classroom as a teacher. Managing small kids need emotional intelligence as they are going to handle them only. Hence, the investigator felt the need for the present study.

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Objectives of the Study

1. To assess the level of emotional intelligence among B.ED trainees.
2. To find out the significant differences in the mean ratings of B.ED trainees on emotional intelligence in terms of age, gender and marital status.
3. To find out the significant differences in the mean ratings of B.ED trainees on emotional intelligence in terms of social status.
4. To find out the significant differences in the mean ratings of B.ED trainees on emotional intelligence in terms of area, type of Institution and stay.
5. To find out the significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of parental education status.
6. To find out the significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of parental economic status.
7. To find out the significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of hobby.

Hypotheses for the Study

There were four null hypotheses formulated for the present study. They are

1. There is no significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of age, gender and marital status.
2. There is no significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of social status.
3. There is no significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of area, type of Institution and stay.
4. There is no significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of parental education status.

Terms and Definitions

1. Emotional Intelligence   -   Refers to the ability to process emotional information, particularly as it involves the perception, assimilation, understanding and management of emotion.
2. B.ED.   -   Refers to Diploma in Teacher Education
3. Trainees   -   Refers to those undergo the B.ED. Course

Methodology in Brief

This chapter brings out the methodology of the study. It has five sections. The first section serves as an overview of this chapter. The second section gives an account of the problem, its objectives and hypotheses to be tested. The third section deals with population, the sample and explains the sampling design of the study. The fourth section furnishes the information about the instrumentation. The fifth section provides the statistical techniques used in this study.

Findings

Hypothesis 1

There is no significant difference in the mean ratings of B.ED. Trainees on emotional intelligence in terms of age, gender and marital status.

The details regarding significance of difference in the mean ratings of B.ED. trainees on emotional intelligence in terms of age, gender and marital status are presented in Table 1.1

Table 1.1 Significance of difference in the mean ratings of B.ED trainees on emotional intelligence in terms of personal variables: Age, gender, and marital status

Sl. No	Sub Groups / Personal Variable	N	Mean	S.O.	't'	Critical Value	Level of Significance
1.	Over all	360	3.132	0.375			
2.	**Age**					1.960 for df of	S

	Below 20	290	3.00	0.452		360 at 0.05	
	Above 20	72	3.265	0.297	6.121	level	
3.	**Gender**					1.960 for df of	
	Male	171	2.967	0.467	4.718	360 at 0.05	S
	Female	191	3.168	0.324		level	
4.	**Marital Status**					1.960 for df of	
	Married	92	3.196	0.266	4.550	360 at 0.05	S
	Unmarried	270	3.024	0.445		level	

It is evident from Table 1.1 that the overall mean ratings of B.ED trainees on emotional intelligence is 3.132. The tool has used 5 point rating scale with weight age of marks 4 for strongly agree, 3 for agree, 2 for undecided 1 for disagree and 0 for strongly disagree. The overall ratings lie in the agree point. Hence, it may be interpreted that the B.ED trainees have agreed that they have emotional intelligence.

It is evident from the same table that there exists significant difference in the mean ratings of B.ED. trainees on emotional intelligence in terms of age, gender and marital status as their 't' values are 6.121, 1.178 and 4.550 respectively, which are higher than the critical value of 1.960 of df of 360. Hence, the hypothesis I stated is rejected.

The B.ED trainees aged above 20 are having higher emotional intelligence than below 20 age group students.

The Female B.ED trainees are having higher emotional intelligence than Male B.ED trainees.

The married B.ED trainees are having higher emotional intelligence than unmarried B.ED trainees.

Hypothesis 2

There is no significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of social status.

The details regarding significance of difference in the mean ratings of B.ED trainees on emotional intelligence in terms of social status are presented in Table 2.1

Table 2.1 Significance of Difference in the mean ratings of B.ED trainees on intelligence in terms of social status

Sl. No	Sub Groups / Personal Variable	N	Mean	S.O.	't'	Critical Value	Level of Signi-ficance
1.	**Social Status**					1.960 for df of 280 at 0.05 level	S
	SC/ST	112	2.996	0.634			
	MBC	98	3.172	0.331	2.573		
2.	SC/ST	112	2.996	0.634		1.960 for df of 262 at 0.05 level	N.S
	BC	152	3.056	0.208	0.964		
3.	MBC	98	3.172	0.331		1.960 for df of 248 at 0.05 level	S
	BC	152	3.056	0.208	3.109		

It is evident from Table 2.1 that there exists significant difference between the mean ratings of SC/ST and MBC students on emotional intelligence. However, there is no significant difference between the mean ratings of SC/ST and BC. Significance difference in the mean ratings between MBC and BC is evident. Hence, the null hypothesis 2 stated is rejected.

The B.ED trainees differ in emotional intelligence in terms of social status MBC people have more emotional intelligence by BC and SC/ST people.

Hypothesis 3

There is no significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of area, type of institution and stay.

The details regarding significance of difference in the mean ratings of B.ED trainees on emotional intelligence in terms of area, type of institution and stay are presented in Table 3.1

Table 3.1 Significance of difference in the mean ratings of B.ED trainees on emotional intelligence in terms of personal variables area, type of institution and stay.

Sl. No	Sub Groups / Personal Variable	N	Mean	S.O.	't'	Critical Value	Level of Signi-ficance
1.	**Area**					1.960 for df of 360 at 0.05 level	N.S
	Rural	192	3.072	0.500			
	Urban	170	3.061	0.275	0.199		
2.	**Type of Institution**					1.960 for df of 360 at 0.05 level	S
	Govt.	150	2.844	0.494			
	Private	212	3.187	0.303	7.571		
3.	**Stay**					1.960 for df of 360 at 0.05 level	S
	Hostel	167	2.873	0.561			
	Home	195	3.150	0.295	5.746		

It is evident from Table 3.1 that there is no significant difference in the mean ratings of B.ED. trainees on emotional intelligence in terms of area.

There is significant difference in the mean ratings of B.ED trainees in terms of type of Institution. The B.ED trainees from private institution have more emotional intelligence than trainees from Govt. institutes.

Significant difference is found in the mean ratings of B.ED trainees in terms of their stay. The B.ED. trainees coming from home are having more emotional intelligence than trainees staying at hostels. Hence, the Hypothesis 3 stated is rejected.

Hypothesis 4

There is no significant difference in the mean ratings of B.ED. trainees on emotional intelligence in terms of parental education status.

The details regarding significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of parental education status are presented in Table 4.1

Table 4.1 Significant difference in the mean ratings of B.ED trainees on emotional intelligence in terms of parental education status

Sl. No	Sub Groups / Personal Variable	N	Mean	S.O.	't'	Critical Value	Level of Signi-ficance
1.	**Parent Education Status**					1.960 for df of 280 at 0.05 level	S
	Degree	72	3.31	0.141			
	School Education	210	3.08	0.290	8.883		
2.	Degree	72	3.31	0.141		1.960 for df of 150 at 0.05 level	S
	Illiterates	80	2.911	0.595	5.824		
3.	School Education	210	3.08	0.290		1.960 for df of 288 at 0.05 level	S
	Illiterates	80	2.911	0.595	2.435		

It is evident from Table 4.1 that there is significance of difference in the mean ratings of B.ED trainees on emotional intelligence in terms of parental education status. Hence, the hypothesis 4 stated is rejected. The B.ED trainees having parental education status as degree holder are better than the other two sub groups namely school education and illiterates in emotional intelligence.

Educational Implications

It has been found that B.ED trainees are having emotional intelligence. The study has got an educational implication that emotional intelligence plays a vital role teachers training. The study has shown that there were differences among B.ED trainees in their emotional intelligence in terms of age, gender, marital status, social status, type of institution, stay, parental education status, parental economic status and hobby.

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A STUDY ON COGNITIVE SELF-MANAGEMENT AND TEACHING COMPETENCY OF B.ED., SCIENCE STUDENTS IN MADURAI DISTRICT

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Introduction

The destiny of the country is being made in the classrooms. The teacher has an important role in the total program of national development and social change. The first and foremost responsibility of the teacher is towards the welfare of students. The primary objective should be to treat each individual student as an end in himself and to give him the widest opportunity to develop his skills, abilities and potentialities to the full. The teacher should also accept his responsibility in the realization of the social objective. This implies that education should be related to the life needs and aspirations of the people. From this point of view, the teacher himself should actively participate in program of community development, adult education and extension, social and national service, co-curricular and extracurricular activities, non-formal education and social and national integration etc. Teachers working at the secondary stage may be well versed by the pedagogical principles that form the base of teaching at secondary education. But if the teaching is poor, the learning outcomes are low and the students are forced to take to unfair means in the examinations. So the investigator wants to study the cognitive self-management and teaching competency among B.Ed., science students.

Cognitive Self Management

It is an ability to think in abstract terms. It is the highest stage of intellectual functioning. It is the way of controlling one's self or the ability of individual systematic problem solving. It includes different dimensions like

- **Positive focus**: It means a way of perceiving problem in an optimistic way in self-monitoring.
- **Task-efficacy**: It refers to carry greater motivation whether one could complete it effectively.
- **Self-Blame:** It is a sort of introspective reward to be overtly self-punishing, coverts consequences a self reinforcement.
- **Reasonable goal setting:** Setting the target which is easily attainable with minimum efforts.

Teaching competencies

- Those involving the teacher's mental abilities and skills, his understandings of psychological and educational principles and his knowlege of general and specific subject matter to be taught.
- Those qualities stemming from the teacher's personality, his interests, attitudes and beliefs, his behavior in workig relationships with pupils an other individuals and the like.

In the words of Evans (1976) competent teaching cannot be defined the critical differ in every instructional situation. A good teaching should be judged by the results of teaching. Good teaching is so complex and creative that it definite analysis. Effective teacher should consider in connection with session he presents and how much if it will be still be in the learners mind after a week or a month or a year or ten years or twenty years.

Lancaster (1974) was of the view that the true measure of the teacher competency could be only measured by students learning.

According to Vivekananda (1910) the competent teacher is he who can immediately come down to the level of the students and transfer his soul to the student's soul and see through and understand through his mind. Such a teacher and none else can really teach.

There are four components of teaching competencies: Knowledge, performance, Behaviour and consequence.

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- **Knowlege competency:** It includes the content of the subject matter and the knowledge of the teacher over the subject how to teach.
- **Performance competency:** Performance competency characterizes organization, clarity, communication and auditor - visual aids.
- **Behaviour competency:** This refers to rapport and the personality of the teacher.
- **Consequence competency:** It refers to the pupil's outcome or achievement.

Need for the study

Cognitive self-management plays a vital role in every student's learning process. Learnig style is depending on number of factors. These factors could be related to the teacher, the family, the school or the pupil himself, one of these factors is there.

Teaching competency is complex and many sided demanding a variety of human traits and abilities. Also includes the subject knowledge and the psychological principles of a teacher. Subject knowledge may help a teacher to be competent but not always. Even if the students are adult, we need motivation and all other psychological principles (when we consider the psychological traits of a teacher, we need to their communicative behavior).

The present curriculums do not have adequate scope for developing such qualities since it is examination oriented and particulary at the higher education level. There is a little scope for the learners to develop such social values through curricular anf co-curricular means. A large scale of student unrest in B.Ed ., college campuses is the best example of this type of behaviour that is cultivated by B.Ed., college students. They do not know how to behave properly with their teachers, elders, family members and with neighbours.

The true success of education largely depends upon the minds of the learners with endless powers. The natural philosophers like Rousseau and Tagore adovate the development of the spirit of indepenence among the learners. True earning acquires only in an autonomous environment. the personality of the learners is fulfilled when the spirit independence is developed in him. therefore developing the spirit of indepenence is one of the aims of education. It is worth understanding that a socialy matured adolescent has some independence which taking or making decision. He is able to do anything inepenently. This induced the interest of the investigator in knowing the cognitive self management an teaching competency of B.Ed., science students. In this context the present study the investigator has selected this topic.

Objectives of the study

1. To find out the relationship between cognitive self management and teaching competency of the B.Ed., science students.

Cognitive self management

1. To find out whether there is any significant difference of cognitive self management in terms of gender.
2. To find out whether there is any significant difference of cognitive self management in terms of age.
3. To find out whether there is any significant difference of cognitive self management in terms of marital status.
4. To find out whether there is any significant difference of cognitive self management in terms of medium of instruction.
5. To find out whether there is any significant difference of cognitive self management in terms of annual income.

Teaching competency

1. To find out whether there is any significant difference of teaching competency in terms of gender.
2. To find out whether there is any significant difference of teaching competency in terms of age.
3. To find out whether there is any significant difference of teaching competency in terms of maritial status.
4. To find out whether there is any significant difference of teaching competency in terms of medium of instruction.
5. To find out whether there is any significant difference of teaching competency in terms of annual income.

Hypothesis

- There is no significant relationship between congnitive self-management and teaching competency of B.Ed., science students.
- There is no significant difference in the mean scores of cognitive self management of B.Ed., science students with respect to
- Gender
- Age
- Marital status
- Medium of instruction
- Annual income
- There is no significant difference in the mean scores of teaching competency of B.Ed., science students with respect to
- Gender
- Age
- Marital status
- Medium of instruction
- Annual income

Methodology in Brief

The stratified random sampling technique is used to collect 200 samples from 10 colleges from Madurai district. The investigator plans to undertake survey method as a technique for the study. A standardized questionnaire has been employed for the purpose of data collection.

For cognitive self-management: Tool developed by Stephanie (Rude, 1980). The dimension of the test is positive focus, task efficiency, self- blame and reasonable goal setting.

For teaching competency: Tool developed by Michael. J. Leo and Gnanasekar. T(2009). The dimensions of the test are content, knowledge, organization, clarity, communication report, audiovisual aids and personality.

Findings of the study
Hypothesis 1

There is no significant relationship between cognitive self-management and teaching competency of B.Ed., science students.

Table 1.1 Relationships between cognitive self management and teaching competency of B.Ed., science students

Cognitive self management		Teaching competency		$\sum xy$	N	'r' value	Table value	Remarks 5% level
$\sum x$	$\sum x^2$	$\sum y$	$\sum y^2$					
105.04	20901.995	62.78	31969.5	12492.85	300	0.48	0.14	**S**

(At 5% level of significant, the table value of 'r' is 0.139)

It is inferred from the above table that the calculated 'r' value (0.480) is greater than the table value (0.139) at 0.05 level of significance. Therefore, there is significant relationship between cognitive self management and teaching competency of B.Ed., science students.

Hence the null hypothesis 1 stated that there is no significant relationship between congnitive self-management and teaching competency of B.Ed., science students is rejected.

Hypothesis 2

There is no significant difference in the mean scores of cognitive self management of B.Ed., science students with respect to Gender, Age, Marital status, Medium of instruction and Annual income .

Table 2.1 Significant Difference in the Mean Scores of Cognitive self management of B.Ed., Science students with Respect to Demographic Variables

Sl.No	Category	Group	N	Mean	SD	Calculated t value	Critical value	Level of Significance
1	Gender	Male	14	104.5	11.654	2.200	1.960 for degrees of freedom 198 at 0.05 level	Significant
		Female	186	98.31	10.037			
2	Age	Below 25	151	98.49	10.016	-0.617	1.960 for degrees of freedom 198 at 0.05 level	No Significant
		Above 25	49	99.53	11.006			
3	Marital Status	Married	51	97.78	9.551	-0.775	1.960 for degrees of freedom 198 at 0.05 level	No Significant
		Un Married	149	99.07	10.488			
4	Medium of Instruction	Tamil	56	97.79	9.992	-0.825	1.960 for degrees of freedom 198 at 0.05 level	No Significant
		English	144	99.12	10.357			
5	Annual Income	Below Rs.25000	45	97.11	7.700	-1.216	1.960 for degrees of freedom 198 at 0.05 level	No Significant
		Above Rs.25000	155	99.22	10.853			

It is evident from the table 2 .1 that the obtained 't' values is 2.200. It is more than the critical value of 1.960 for degree of freedom of 198 at 0.05 levels. Hence it is significant. The null hypothesis stated is not accepted.

It is interpreted that there is significant difference in cognitive self management of B.Ed., science students with respect to gender.

It is evident from the table 2 .1 that the obtained 't' values is -0.617. It is less than the critical value of 1.960 for degree of freedom of 198 at 0.05 levels. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference in cognitive self management of B.Ed., science students with respect to age.

It is evident from the table 2 .1 that the obtained 't' values is -0.775 It is less than the critical value of 1.960 for degree of freedom of 198 at 0.05 level. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference in cognitive self management of B.Ed., science students with respect to marital status.

It is evident from the table 2 .1 that the obtained 't' values is -0.825. It is less than the critical value of 1.960 for degree of freedom of 198 at 0.05 levels. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference in cognitive self management of B.Ed., science students with respect to medium of instruction.

It is evident from the table 2 .1 that the obtained 't' values is -1.216. It is less than the critical value of 1.960 for degree of freedom of 198 at 0.05 levels. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference in cognitive self management of B.Ed., science students with respect to annual income.

Hypothesis 3

There is no significant difference in the mean scores of teaching competency of B.Ed., science students with respect to Gender, Age, Marital status, Medium of instruction and Annual income.

**Table 3.1 Significant Difference in the Mean Scores of Teaching competency of
B.Ed., Science students with Respect to Demographic Variables**

Sl.No	Category	Group	N	Mean	SD	Calculated t value	Critical value	Level of Significance
1	Gender	Male	14	181.86	4.833	2.007	1.960 for degrees of freedom 198 at 0.05 level	Significant
		Female	186	174.86	12.951			
2	Age	Below 25	151	174.54	13.387	-1.600	1.960 for degrees of freedom 198 at 0.05 level	No Significant
		Above 25	49	177.86	9.874			
3	Marital Status	Married	51	175.80	10.756	0.296	1.960 for degrees of freedom 198 at 0.05 level	No Significant
		Un Married	149	175.19	13.298			
4	Medium of instruction	Tamil	56	174.98	13.959	-0.255	1.960 for degrees of freedom 198 at 0.05 level	No Significant
		English	144	175.49	12.188			
5	Annual Income	Below Rs.25000	45	172.73	14.785	-1.579	1.960 for degrees of freedom 198 at 0.05 level	No Significant
		Above Rs25000	155	176.11	11.940			

It is evident from the table 3.1 that the obtained't' values is 2.007. It is more than the critical value of 1.960 for degree of freedom of 198 at 0.05 levels. Hence it is significant. The null hyphothesis stated is accepted.

It is interpreted that there is significant difference in teaching competency of B.Ed., science students with respect to gender.

It is evident from the table 3.1 that the obtained't' values is -1.600. It is less than the critical value of 1.960 for degree of freedom of 198 at 0.05 levels. Hence it is significant. The null hyphothesis stated is accepted.

It is interpreted that there is no significant difference in teaching competency of B.Ed., science students with respect to age.

It is evident from the table 3.1 that the obtained't' values is 0.296. It is less than the critical value of 1.960 for degree of freedom of 198 at 0.05 levels. Hence it is significant. The null hyphothesis stated is accepted.

It is interpreted that there is no significant difference in teaching competency of B.Ed., science students with respect to marital status.

It is evident from the table 3.1 that the obtained't' values is -0.255. It is less than the critical value of 1.960 for degree of freedom of 198 at 0.05 levels. Hence it is significant. The null hyphothesis stated is accepted.

It is interpreted that there is no significant difference in teaching competency of B.Ed., science students with respect to medium of instruction.

It is evident from the table 3.1 that the obtained 't' values is 1.579 It is less than the critical value of 1.960 for degree of freedom of 198 at 0.05 level. Hence it is significant. The null hyphothesis stated is accepted.

It is interpreted that there is no significant difference in teaching competency of B.Ed., science students with respect to annual income.

Hypothesis verification

* There is significant relation between cognitive self management and teaching competency of B.Ed., science students.

- There is significant difference between male and female B.Ed., science students and their cognitive self management.
- There is no significant difference between below25 age and above 25 age B.Ed., science students and their cognitive self management.
- There is no significant difference between married and un married B.Ed., science students and their cognitive self management.
- There is no significant difference between tamil medium and english medium B.Ed., science students and their cognitive self management.
- There is no significant difference between annual income below Rs.25000 and above Rs.25000 of B.Ed., science students and their cognitive self management.
- There is significant difference between male and female B.Ed., science students and their teaching competency.
- There is no significant difference between below25 age and above 25 age B.Ed., science students and their teaching competency
- There is no significant difference between married and un married B.Ed., science students and their teaching competency.
- There is no significant difference between tamil medium and english medium B.Ed., science students and their cognitive teaching competency.
- There is no significant difference between annual income below Rs.25000 and above Rs.25000 of B.Ed., science students and their teaching competency.

Educational Implecation

Based on the study, the investigators wish to share some educational implications. The present investigation has clearly indicated and thrown much light on cognitive self-management and teaching competency of B.Ed., science students of Madurai district in Tamilnadu. The following educational implications if implemented will go a long way in the development of cognitive self-management and teaching competency. The B.Ed., science students must be given self counseling, guidance services, orientation courses and special programmes. B.Ed., science students must develop their cognitive self-management, because this is required for all the students' placement in teaching profession. There by the B.Ed., science students were able to accomplish the task of attaining success by improving the cognitive self-management and develop their teaching performance effectively. Launching of special programmes like teaching competency development programmes in B.Ed., colleges. This proves better students among the normal one and making our student fittest of the survival in a competitive world.

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RELATIONSHIP BETWEEN PERSONAL VALUES AND EMOTIONAL MATURITY OF COLLEGE STUDENTS

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Introduction

Education is one of the most potent instruments to bring about transformation in both society and the individuals. Education system shaped the mankind and played an important key role in heralding human culture. Education is viewed as a sum total of what is received through learning that is acquisition of knowledge, skills, attitudes and values, transmission of culture, development of personality and liberation of self-acutalization. According to Frobell "Education is a process by which child makes its internal, external". Thus education prepares a person for life, intelligence for facing situations.

Education is an important index of human development and higher education in particular is an indicator of progress and prosperity of a nation. Having an influential impact on development, higher education is indeed a vital tool for intellectual, cultural and aesthetic development through discrimination of specialized knowledge and skills. It also enriches the social and cultural standards of life, and brings about qualitative improvement in the national sphere.

Education is expected not only to provide skills for survival and growth but also has to engender in students some basic human values and familiarize them with the formal and informal normative principles of particular, society, in this view, the aim of education should not be the learning or teaching of social, physical, biological, engineering or medical sciences, but the growth of body mind and the soul. It should aim at happiness, compassion, friendliness and adoption of human values like hope and equality, culminating into more civilized philosophy of life.

Need for the Study

The new generation of students has new challenges and goals. These challenges involving independent living, juggling with family or a work commitment or grasping with family new ideas and concept, is obviously a very individual issue. Personal values are developed within the family, school and the society which make person's life a meaningful one. These values influence their behaviour, their choice of goals and the issues within which they are involved and an individual's personality is determined by a set of personal values that he/she adopts which in turns depends on the selection of a correct set of attitudes which will help him/her to develop a sound and worthwhile values system.

From the above facts, it is clear that individual's life success is not only based on his academic performance but also personal value and emotional (maturity). Hence the investigator felt the need of a study to seek the current position of interpersonal value and emotional maturity of college students. Horne writes, "Education is the superior adjustment of a physically and mentally developed conscious human being to his intellectual, and emotional environment (Rai 1992). We need efficient and well adjusted person for the development of nation in various fields the efficiency always goes with emotional maturity that leads to self acceptance and them achievement. Emotional maturity of an individual is an important determiner of his or her behaviour the consistency of an individual in any endeavour is bound to the emotional maturity he attained this will further lead him to accept him or her as he is or she is. In this present study the investigator wants to find out the level of emotional maturity of college students. The investigator humbly hopes that this present study will through somelight to the problem areas of emotional maturity of the college students where they find difficulties to cope with themselves and their environments.

Objectives of the Study
1. To find out the level of personal value of college students.
2. To find out level of emotional maturity of college students.

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2.   *Assistant Professor, Mangayarkarasi College of Education for Women*
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3. To find out significant difference, if any, in the personal values and emotional maturity and its dimensions of college students in terms of their gender, major subjects, type of college, status of college, nature of college, locale of college, community and religion outgoing undergraduate students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Hypotheses of the Study
1.1   There is no significant difference between boys and girls college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.
1.2   There is no significant difference between rural and urban college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.
1.3   There is no significant difference between day scholar and hosteller college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.
1.4   There is no significant difference between tamil and english medium college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.
1.5   There is no significant difference between government and self-finance college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Operational Definition of Key Terms
    The investigator adopted the following definitions for the terms used in this title.

Personal values
    Personal values refer to those values which are belonging to a particular person rather than a group or an organization or a society.

Emotional maturity
    Emotional maturity means how well one can adjust to stress become selective in what to worry about and discover harmless ways of letting of steam the following are the five broad factors of emotional immaturity a) Emotional regression b) social maladjustment, c) personality disintegration, d) Lack of independence.

College students
    College students refer to the students who were studying in III year degree in the arts and science colleges affiliated to Alagappa University, Karaikudi.

Methodology in Brief
    The investigator has used simple random sampling technique for selecting the sample from the population. The stratification has been done on the basis of age, gender, religion, caste, nature of school, class, medium of school, locality of the school, type of school. The sample consists of 300 college students from 8 colleges. The distribution of the sample is given as follows

Tools Used in the Present Study
    As the study aims to find out the personal values and emotional maturity of the college students, the investigator has used the following standardized tools.
1.   Personal values questionnaire developed validated by Mrs. Sheeja V. Titus (2008)
2.   Adapted the emotional maturity scale developed by Yasuir Singh and Magesh Bhargava (1990).

Tool 1: Personal Values
Establishing Reliability of the Tool
    In the present investigator the reliability of the first tool personal value questionnaire was found out by split-half method. The tool was administered to 70 college students in TDA College, Kannirajapuram, and Ramnad District. The responses were scored and analysed. The reliability of personal value questionnaire was obtained to be 0.8

Test-Retest Reliability of Personal Values Questionnaire

Tools	Reliability co-efficient value
Punctuality	0.90
Cleanliness	0.83
Dignity of Labour	0.94
Courage	0.90
Honesty	0.85
Ambition	0.89
Hope	0.90
Personal values	**0.89**

Description of the Personal Values Checklist

Dimensions	Item numbers
Punctuality	1-7
Cleanliness	8-14
Dignity of Labour	15-21
Courage	22-28
Honesty	29-35
Ambition	36-42
Hope	43-49

Scoring Procedure

The item in the questionnaire have been scored as follows

The Scoring of the Items of Personal Value Questionnaire

Responses	Score
Strongly agree	5
Agree	4
Uncertain	3
Disagree	2
Strongly Disagree	1

The maximum score possible in a questionnaire is 245.

Tool 2 Emotional Maturity

1. Description of the Emotional Maturity Scale

This is a standardized tool developed by Yasuir Singh and Magesh Bhargava (1990). The tool contains 45 statements whose response can be used to measure the emotional maturity of the individuals. There are two alternatives against each statement representing the two possible ways.

2. Establishing Reliability of the Tool

In the present investigator the reliability of the second tool emotional maturity was found out by split-half method. The tool was administered to 70 college students in TDA College, Kannirajapuram, and Ramnad District. The responses were scored and analyzed. The reliability of personal value questionnaire was obtained to be 0.77

Test-Retest Reliability of Emotional Maturity Scale

Tool	Reliability co-efficient value
Emotional Maturity	0.77

Description of the Emotional Maturity Scale

Nature of item	Item numbers
Positive	1-45

4. Scoring Procedure

The item in the checklist have been scored as follows

The Scoring of the Items of Emotional Maturity Scale

Responses	Positive
Yes	2
No	1

Findings of the Study

Personal values of college students

Table 1.1 Level of personal values of male and female college students

Personal Values and its dimensions	Male						Female					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Punctuality	81	83.5	0	0.0	16	16.5	182	85.4	0	0.0	31	14.6
Cleanliness	36	37.1	46	47.4	15	15.5	41	19.2	112	52.6	60	28.2
Dignity of labour	19	19.6	64	66.0	14	14.4	36	16.9	143	67.1	34	16.0
Courage	23	23.7	49	50.5	25	25.8	46	21.6	116	54.5	51	23.9
Honesty	36	37.1	50	51.5	11	11.3	38	17.8	126	59.2	49	23.0
Ambition	24	24.7	50	51.5	23	23.7	48	22.5	115	54.0	50	23.5
Hope	22	22.7	60	61.9	15	15.5	37	17.4	139	65.3	37	17.4

Hypothesis 1.1

There is no significant difference between boys and girls college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Table 1.2 Differences Between Boys and Girls College Students in their Personal Values

Personal values and its dimensions	Boys (N=48)		Girls (N=171)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Punctuality	29.54	3.54	29.60	3.10	0.63	NS
Cleanliness	30.18	3.38	31.64	2.79	4.00	**S**
Dignity of labour	29.91	3.81	30.27	3.17	0.86	NS
Courage	29.53	4.14	29.56	3.46	0.08	NS
Honesty	29.01	4.19	31.02	2.88	4.90	**S**
Ambition	29.58	3.97	30.05	3.23	1.10	NS
Hope	28.95	3.93	29.45	3.35	1.15	NS

It is inferred from the above table that there is no significant difference between boys and girls in their punctuality, dignity of labour, courage, ambition and hope but there is significant difference between boys and girls in their cleanliness and honesty.

Hypothesis 1.2

There is no significant difference between rural and urban college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Table 1.3 Difference between rural and urban college students in their personal values

Personal values and its dimensions	Rural (N=136)		Urban (N=174)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Punctuality	29.62	3.36	29.55	3.15	0.17	NS
Cleanliness	31.14	2.93	31.22	3.17	0.22	NS
Dignity of labour	29.99	3.09	30.28	3.59	0.75	NS
Courage	29.53	3.61	29.57	3.74	0.09	NS
Honesty	30.55	3.14	30.27	3.71	0.72	NS
Ambition	29.74	3.56	30.03	3.42	0.73	NS
Hope	28.96	3.60	29.56	3.49	1.48	NS

It is inferred from the above table that there is no significant difference between rural and urban college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Hypothesis 1.3

There is no significant difference between day scholar and hosteller college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Table 1.4 Differences between Dayscholar and Hosteller College Students in their Personal Values

Personal values and its dimensions	Day scholar (N=256)		Hosteller (N=54)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Punctuality	29.64	3.32	29.31	2.86	0.72	NS
Cleanliness	31.29	2.96	30.70	3.50	1.26	NS
Dignity of labour	30.16	3.40	30.15	3.33	0.01	NS
Courage	29.48	3.81	29.91	3.03	0.90	NS
Honesty	30.48	3.49	30.00	3.34	0.94	NS
Ambition	29.79	3.57	30.43	2.96	1.37	NS
Hope	29.36	3.43	29.72	3.71	0.94	NS

It is inferred from the above table that there is no significant difference between day scholar and Hosteller college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Hypothesis 1.4

There is no significant difference between tamil and english medium college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Table 1.5 Differences between Tamil and English Medium College Students in their Personal Values

Personal values and its dimensions	Tamil medium (N=52)		English medium (N=258)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Punctuality	29.10	3.75	29.68	3.13	1.18	NS
Cleanliness	31.06	3.58	31.21	2.95	0.32	NS
Dignity of labour	29.96	4.32	30.19	3.17	0.45	NS
Courage	29.77	4.06	29.51	3.61	0.46	NS
Honesty	29.52	4.74	30.57	3.13	2.00	**S**
Ambition	30.37	3.92	29.81	3.38	1.50	NS
Hope	29.73	3.66	29.21	3.52	0.97	NS

It is inferred from the above table that there is no significant difference between Tamil and English medium college students in their punctuality, cleanliness, dignity of labour, courage, ambition and hope but there is significant difference between Tamil and English medium college students in their honesty.

Hypothesis 1.5

There is no significant difference between government and self-financing college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Table 1.6 Difference between Government and Self-Financing College Students in their Personal Values

Personal values and its dimensions	Government (N=256)		Self-finance (N=54)		Calculated value of 't'	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Punctuality	29.81	2.84	29.21	3.802	1.590	NS
Cleanliness	31.26	2.90	31.06	3.328	0.554	NS
Dignity of labour	30.26	3.19	29.97	3.685	0.730	NS
Courage	29.78	3.42	29.18	4.076	1.386	NS
Honesty	30.47	3.30	30.27	3.738	0.459	NS
Ambition	29.84	3.41	30.00	3.603	0.393	NS
Hope	29.36	3.43	29.18	3.750	0.440	NS

It is inferred from the above table that there is no significant difference between Government and self-financing college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Hypotheses Verification

1.1   There is no significant difference between boys and girls in their punctuality, dignity of labour, courage, ambition and hope but there is significant difference between boys and girls in their cleanliness and honesty.

1.2   There is no significant difference between rural and urban college students in their emotional punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.
1.3   There is no significant difference between day scholar and hosteller college students in their punctuality, cleanliness, dignity of labour, courage, honestly, ambition and hope.
1.4   There is no significant difference between day scholar and hosteller college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.
1.5   There is no significant difference between tamil and english medium college students in their punctuality, cleanliness, dignity of labour, courage, honesty, ambition and hope.

Educational Implications

From the analysis of present study and on reviewing the related studies conducted in India and abroad, the investigator identified that the educational planners, administrators and teachers have not recognized the need of personal value and emotional maturity of students. In social life, students must acquire punctuality, honestly, courage and hope unless they cannot achieve success in their professional as well as personal life. In the light of above mentioned observations the investigator has the following recommendations.

1.   Strategies for inculcating personal values should be included in the higher education curriculum.
2.   A conducive and congenial teaching learning process will college help the development of moral of the students.
3.   Privately governed institutions should be encouraged to served for inculcating good values without any bias and they could be given more emphasis on the development of emotional maturity among students.
4.   Parents should behave in such a way that their behaviour should be helpful to the promotions of personal values of their wards.
5.   Seminars and talks on emotional intelligence should be frequently arranged.
6.   In order to improve the emotional maturity of the students sharing about life, group activities, picnics, tours, seminars, group discussions, cultural programmes like dance, singing, dramas sports, and games should be regularly arranged.
7.   It is important for teacher and parents to convey their children the importance of emotional maturity by being emotionally expressive towards them.
8.   Skills for teaching value education should be developed among college teachers.

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ATTITUDE TOWARDS TEACHING PRACTICE AMONG D.EL.ED. TRAINEES IN MADURAI DISTRICT

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Introduction

The present study is concerned with the attitude o the D.EL.ED., student-teachers in relation to certain variables. It examines the differences in the attitude of D.EL.ED., student-teachers in relation to some aspects of the gender, age, location of the college, present place of residence, type of family, fee concession benefit for the present study, participation in extra- curricular activities, knowledge of computer, level of satisfaction with present course.

Need for the Study

Students are the backbone of the educational process. Education is a process and acts also as an instrument to bring out the behavior of the individual. The destiny of a nation depends on the teacher's ability to real well educated, responsible, well adjusted youth who will step forward when the adult generation passes on. The students of today are the youths of tomorrow and future citizen of the country. Therefore it is the responsibility of the teacher to see that they are physically, mentally, emotionally and educationally healthy.

D.EL.ED., students are trainees of today and teachers of tomorrow. Hence their attitude and involvement in teaching profession should be in positive direction. Also they are going to handle primary children, they are like clays, and they can be mould as the teacher's wish. The growth of the nation and its prosperity mainly depend on the hands of future teacher.

The present study is highly significant for measuring the effectiveness, mainly in the area of attitude development of teacher preparation and the quality of teacher education programmes in our country. For constructing new tools in the area of attitude appraisal and assessments for knowing that the D.EL.ED., students have acquired the desired attitude for the profession of teaching the present study is highly significant relationship between the teacher-attitude of D.EL.ED., students, this study I is more relevant. Also, the study is highly significant for obtaining an idea of the concept of self of the D.EL.ED., students in teacher training institutions.

Objectives of the Study

1. To find out the significant difference between the students in the possession of attitude towards teaching practice in terms of gender.
2. To find out the significant difference between the students in the possession of attitude towards teaching practice in terms of age.
3. To find out the significant difference between the students in the possession of attitude towards teaching practice in terms of locality.
4. To find out the significant difference between the students in the possession of attitude towards teaching practice in terms of residence.

Hypotheses of the Study

1. There is no significant difference between the students in the possession of attitude towards teaching practice in terms of gender.
2. There is no significant difference between the students in the possession of attitude towards teaching practice in terms of age.
3. There is no significant difference between the students in the possession of attitude towards teaching practice in terms of locality.
4. There is no significant difference between the students in the possession of attitude towards teaching practice in terms of residence.

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Terms and Definitions

Attitude: The way a person views something or trends to behave towards it, often in an evaluative way.

Teaching Practice: Teaching practice is an integral component of teacher training, it grants student teachers experience in the actual teaching and learning environment and to establish the ways in which these experience influence the student teachers perception of the teaching profession.

Diploma in Elementary Education: This course is technically an elementary teacher training course. This teacher training course suits those who want to teach at lower (elementary) level schools.

Methodology in Brief

The investigator uses stratified random sampling technique to collect 150 samples from nine Diploma in Elementary Education institutions in Madurai district. The investigator plans to undertake survey method as a technique for this study. The investigator will prepare the questionnaire which has 20 items with 5 point scales (Strongly agree, Agree, Undecided, Disagree, Strongly disagree).

Findings of the Study

Hypotheses 1

There is no significant difference between the students in the possession of attitude towards teaching practice in terms of gender.

Table 1 Mean, S.D and 't' values for hypotheses there is no significant difference between the Students in the possession of attitude towards teaching practice in terms of Gender

Description	N	Mean	S.D	't' value	Critical value	Level of significance
Male	20	52.25	4.089	-9.479	1.960 for degrees of freedom of 198 at 0.05 level	Significant
Female	130	68.11	7.294			

It is evident from Table 1 that the obtained 't' value is -9.479. It is lesser than the critical value of 1.960 for degrees of freedom of 198 at 0.05 levels. Hence it is significant. The null hypothesis stated is accepted. It is interpreted that there is no significant difference between the students in the possession of attitude towards teaching practice in terms of gender.

Hypotheses 2

There is no significant difference between the students in the possession of attitude towards teaching practice in terms of age.

Table 2 Mean, S.D and 't' values for hypotheses there is no significant difference between the Students in the possession of attitude towards teaching practice in terms of Age

Description	N	Mean	S.D	't' value	Critical value	Level of significance
Below 20	51	66.00	8.953	0.007	1.960 for degrees of freedom of 198 at 0.05 level	Significant
Above 20	99	65.99	8.766			

It is evident from the Table 2 that the obtained 't' value is 0.007. It is lesser than the critical value of 1.960 for degrees of freedom of 198 at 0.05 levels. Hence it is significant. The null hypothesis stated is accepted. It is interpreted that there is no significant difference between the students in the possession of attitude towards teaching practice in terms of age.

Hypotheses 3

There is no significant difference between the students in the possession of attitude towards teaching practice in terms of locality.

Table 3 Mean, S.D and 't' values for hypotheses there is no significant difference between the Students in the possession of attitude towards teaching practice in terms of Locality

Description	N	Mean	S.D	't' value	Critical value	Level of significance
Rural	97	67.43	7.473	2.771	1.960 for degrees of freedom of 198 at 0.05 level	Not Significant
Urban	53	63.36	10.385			

It is evident from the Table 3 that the obtained 't' value is 2.771. It is higher than the critical value of 1.960 for degrees of freedom of 198 at 0.05 levels. Hence it is not significant. The null hypothesis stated is rejected.

It is interpreted that there is a significant difference between the students in the possession of attitude towards teaching practice in terms of locality

Hypotheses 4

There is no significant difference between the students in the possession of attitude towards teaching practice in terms of residence.

Table 4 Mean, S.D and 't' values for hypotheses there is no significant difference between Students in the possession of attitude towards teaching practice in terms of Residence

Description	N	Mean	S.D	't' value	Critical value	Level of significance
Home	126	67.47	8.057	5.080	1.960 for degrees of freedom of 198 at 0.05 level	Not Significant
Hostel	24	58.25	8.624			

It is evident from the Table 4 that the obtained 't' value is 5.080. It is higher than the critical value of 1.960 for degrees of freedom of 198 at 0.05 levels. Hence it is not significant. The null hypotheses stated is rejected.

It is interpreted that there is a significant difference between the students in the possession of attitude towards teaching practice in terms of residence.

Hypotheses Verification

1. There is no significant difference between the students in the possession of attitude towards teaching practice in terms of gender. Hence the hypothesis is accepted.
2. There is no significant difference between the students in the possession of attitude towards teaching practice in terms of age. Hence the hypothesis is accepted.
3. There is a significant difference between the students in the possession of attitude towards teaching practice in terms of locality. Hence the hypothesis is rejected.
4. There is a significant difference between the students in the possession of attitude towards teaching practice in terms of residence. Hence the hypothesis is rejected.

Educational Implications

Based on the study, the investigators wish to share some suggestions. The above research shows that the trainees have possess positive attitude towards teaching practice irrespective of age and gender. Studies on attitude reveal that teacher's efficiency and classroom performance are based on teacher's attitude towards profession up to a large extent.

Attitude being a dynamic entity gets influenced by variables like gender, age, previous experience, beliefs and stream of education. New teachers enter the teacher training programme with already established beliefs but pre-service teacher training programmers help in shaping the attitude of teacher trainees by providing a series of experiences incorporated in their curriculum.

A positive attitude towards teaching profession can bring the desired quality in the education sector by developing sense of duty, professional competence and by giving them an insight of the student's needs and problems. This area can be further explored by the researchers. Development of positive attitude towards profession helps in developing creative thinking and motivating students (Celikoz & Cetin: 2004).

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A STUDY INTO PARENTAL PREFERENCES IN CBSE AND ICSE SCHOOLS IN MADURAI CITY

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Introduction

The term education in the widest sense may be held to include the whole process of development through which a human being passes from infancy to maturity. Education is "The aggregate of all the processes by means of which a person develops abilities, attitudes and other forms of behavior of positive value in the society in which he lives". According to Dr.R.N. Safaya, "Education means enabling the mind to find out ultimate truth which emancipates us from the bondage of the dust gives us the wealth, not of things but of inner light, not of power but of love, making this its own and giving expression to it".

Need for the Study

Education in the beginning was teacher centered. Then, it was student centered. Now it is concerned with human development. The people who are concerned with human development in larger perspective are society and its Govt. The educated society progresses well in the present day competitive world. The parents are the elders in society. They are concerned about their children's educational status, employability, and potentialities to become a successful person in life, business, career, sports etc., Parents awareness about various factors related to school which are determinants for their children's success has rapidly been increased.

Due to knowledge explosion, it has been stressed that schools should give more opportunities for tapping up the talents of young children. Gone were the days where people looked after schools only for knowledge development. Now it is a multi theatre or honing up skills in music, dance, drama and other culture fete. It is a place to develop sports and games. It is a place to groom moral aspects of life, art of living, meditation and yoga etc. It is a place to learn the societal concepts of cooperativeness, collective bargaining, democratic ways of life etc. It is a place where social awakening, like illiteracy dowry deaths, female infanticide, AIDS awareness, environmental cleanliness etc. have to be taught to students. In total, it is a multiplex of human capabilities.

The growing number of educational institutions specially CBSE and ICSE schools in our country has mushroom growth. The CBSE and ICSE schools have thrown open choices for parents. These CBSE and ICSE schools vie with each other to give quality of instruction, infrastructure, avenues for multifarious development in children, moral instruction, conveyance facilities etc. In this situation parents are provided with more choices.

Objectives of the Study

The study has been designed with the following objectives:

- To find out the parental preferences in CBSE and ICSE schools in Madurai city in general.
- To find out the parental preferences in terms of academic factors.
- To find out the parental preferences in terms of infrastructure factors.
- To find out the parental preferences in terms of administrative and personal relations factor.
- To find out the parental preferences in terms of co-curricular activities factors.
- To find out the parental preferences in terms of extra-curricular activities factors.
- To find out the parental preferences in terms of moral values and discipline factors.

Hypothesis Formulated for the Study

The following are the null hypothesis formulated for the present study.

1. There is no parental preference in selecting CBSE and ICSE schools in Madurai city.
2. There is no parental preference in terms of academic factors.

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3. There is no parental preference in terms of infrastructure factors.
4. There is no parental preference in terms of administrative and personal relation factors.

Terms and Definitions

Parental preferences	refers to factors in schools identified and considered important by parents
CBSE and ICSE schools	Refers to self-financing English Medium schools of Tamilnadu
Higher secondary school	Refers to +2 level in 10+2+3 System of education in India
Madurai city	Refers to second major city of Tamilnadu

Procedure in Brief

The present investigation has been basically designed as a normative study with survey as the technique of research employed. A set of factors as indicative preferences of parents was developed after having gone through the literature available, discussions held with parents, teachers and principals of various CBSE and ICSE schools in Madurai city. A check list cum questionnaire as a tool to the study the parental preferences of CBSE and ICSE schools in Madurai city was used. The tool was served with stratified representative sample of 1000 parents from around 30 CBSE and ICSE schools in Madurai city with fair representation given to the variables like educational qualifications and economic status. Filled in check-list cum questionnaires were collected from 450 parents. They were included in the final analysis. Percentage analysis was done for the various factors identified in the study. Tests of significance of differences were employed for the comparison of different educational status of parents and for different economic status of parents to the factors identified in the study. Meaningful conclusions were drawn in terms of the objectives of the study and suitable suggestions worked out.

Findings of the Study
Hypotheses 1

The details of parents' preferences to 18 factors under academic head and percentage of parents responded to yes, no and no idea are presented in Table 1.1

Table 1.1 Percentages of Parents Responses to 18 Factors under Academic Head for Preferences of CBSE and ICSE Schools: Factors Wise in Terms of Yes, No and No Idea

Sl.No.	Factors	Yes	No	No Idea
1	Academic results	92%	2%	6%
2	Experienced teachers	60%	30%	10%
3	Use of modern audio-visual aids	60%	26%	14%
4	Extra coaching for the slow learners	52%	26%	22%
5	No corporal punishment	70%	20%	10%
6	Good communication skills	90%	3%	7%
7	Field works & projects	49%	29%	22%
8	Abacus classes	45%	20%	35%
9	Good teachers	60%	21%	19%
10	Continuous assessment	69%	23%	8%
11	Shortcut methods, clarifications	40%	53%	7%
12	Individual care	74%	11%	15%
13	State level top scores in public exams	83%	2%	15%
14	Good writing practice	42%	32%	26%
15	Teachers & students understanding	53%	39%	8%
16	Activity based teaching	49%	37%	14%
17	Professional course entrance coaching classes	63%	19%	18%
18	Extra study hours	63%	17%	20%

It is evident from Table 1.1 that the parents of CBSE and ICSE schools of Madurai city have given maximum importance to factors such as academic results, good communication skills and state level top scorers in public exams as their percentages are 92%, 90% and 83% respectively.

The other factors which have percentages from 80 to 60 are individual care (74%), no corporal punishment (70%), continuous assessment (69%), professional courses entrance coaching classes (63%),

extra study hours (63%), experienced teachers (60%), use of modern audio – visual aids (60%), good teachers (60%).

The factors which have got 60 to 50 percentages are teachers and students understanding (53%) and extra coaching for the slow learners (52%).

The factors which have less than 50% preferences are field works and projects (49%), activity based teaching (49%), abacus classes (45%), good writing practice (42%) and short cut methods and clarifications (40%).

Hypotheses 2

The details of parents' preferences to 10 factors under infrastructure head and percentage of parents responded to yes, no and no idea are presented in Table 1.2

Table 1.2 Percentage of Parents Responses to 10 Factors under Infrastructure hand for Preferences of CBSE and ICSE Schools: Factors Wise in Terms of Yes, no and no idea

Sl.No.	Factors	Yes	No	No Idea
1	Good buildings	93%	2%	5%
2	Good hygiene & sanitation facilities	83%	2%	15%
3	Good drinking water facilities	89%	2%	9%
4	Silent environment	63%	23%	4%
5	Good ventilation in the classrooms	97%	2%	1%
6	Play Ground	48%	27%	45%
7	Good Library	80%	9%	11%
8	Good Laboratories	70%	13%	17%
9	Good Computer Lab.	90%	3%	7%
10	Good Canteen Facilities	53%	23%	24%

It is evident from Table 1.2 that the parents of CBSE and ICSE schools of Madurai City have preferred the following factors good ventilation in the classrooms (97%), good buildings (93%), good computer lab (90%), good drinking water facilities (89%), good hygiene and sanitation facilities (83%) and good library (80%).

The factors with percentages of preferences in the range of 50 to 80 are good laboratories (70%), silent environment (63%), good canteen faculties (53%), and playground (48%).

Hypotheses 3

The details of parents' preferences of administrative and personal relations in terms of 4 factors and percentages of response to 'yes', 'no' and 'no idea' are given in Table 3.

Table 1.3 Percentage of Parents Responses to 4 Factors under Administrative was Personal Relations Head for Preferences of CBSE and ICSE Schools: Factors Wise in Terms of Yes, No and No Idea

Sl.No.	Factors	Yes	No	No Idea
1	Name and fame of the institution	72%	17%	11%
2	Adhering to perfect time schedule	55%	15%	30%
3	Parents teachers association meetings	87%	7%	6%
4	Good office relationships (kind approach of non-teaching staff in the school)	70%	16%	14%

It is evident from Table 1.3 that the parents of CBSE and ICSE schools of Madurai city have given maximum importance to factors such as parents – teachers' association meetings, Name and fame of the institution and good office relationships as their percentages are 87%, 72% and 70% respectively.

The one more factor adhering to perfect time schedule has got only 55%.

Hypotheses 4

The details of parents' preferences to co-curricular activities factors in percentages to two factors with respect to 'yes', 'no' and 'no idea' are given in Table 1.4

Table 1.4 Percentages of Parents Responses to 2 Factors under Co-Curricular Activities Head for Preferences of CBSE and ICSE Schools: Factors Wise in Terms of Yes, No and No Idea

Sl.No.	Factors	Yes	No	No Idea
1	Giving importance to sports and games	72%	26%	2%
2	Participation in Quiz, Talent search examination, cultural activities, essay writing, elocution, etc.	85%	9%	6%

It is evident from Table 1.4 that the parents of CBSE and ICSE schools higher secondary school of Madurai city have preferred 85% to factors called participation in Quiz, Talent, Search Examinations, Cultural Activities, Essay Writing, Elocution, etc. While the other factor giving importance to sports and games have got 72% preference by parents.

Educational Implications

As it has been found that the eight factor viz., i) Academic factors, ii) Infrastructure factors, iii) Administrative & personal Relations factors, iv) Co-curricular Activities factors, v) Extra – curricular Activities factors, vi) Moral and Discipline factors, vii) Convenience and Conveyance factors and, viii) Fee structure factors are preferred by parents in selecting CBSE and ICSE schools for their children.

Therefore the study has revealed that these above said factors should be considered for most in educational Institutions run by private enterprise.

In the ranking of factors by parents they have given foremost importance to Academic factors. Secondly, Moral values and Discipline factors is given importance. Thirdly, Infrastructure factors are given importance. Fifthly, Convenience and conveyance factors are given importance. Sixthly, Co-curricular Activities is given importance. Administrative and personal relative's factors and Extra-curricular activities factors found 7th and 8th place in the order of importance given by parents.

Therefore Academic factors, moral and discipline factors and Infrastructures factures should be given prime importance by private schools, these will ensure better learning atmosphere in schools.

These are the educational implications of the present study.

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TEACHERS' PERCEPTION ON TEACHING CRITICAL THINKING SKILLS IN ENGLISH LANGUAGE CLASSROOM

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Introduction

One of the ongoing debates in education research is whether students can learn to think critically through their own exploration or whether they need to be formally taught the skill as part of the curriculum. Sometimes students may not need to be taught critical in which thinking is a natural process carried by everyone. Students need to be taught how to think more effectively, that is more critically, coherently and creatively. Students have a natural ability to think critically, it is important for teachers to guide them in order to refine their skills. Therefore, critical thinking is a complex process that requires higher levels of cognitive skills in the processing of information. For students to think critically and learn actively, teachers must give up the perception that the students cannot learn unless a teacher covers it.

Learning English will make us to communicate more effectively than any other language. It gives us style and dignity. So teacher's perception towards teaching English in language classroom might be more oriented towards imparting skills necessary for learning which helps them to think critically and analyze.

Need for the Study

Nowadays – What are the characteristics of future learners who have to cope with the requirements of the information age? Of course, this is not an easy question, but there is a general consensus that in order to turn out productive citizens, we have to equip with right thinking tools. The teachers should beware of the various laws and theories of learning and their educational implications and applications. It is the teacher's responsibility to utilize the efficient procedures of learning through teaching. The problem of study is immense importance both from theoretical and practical point of view. To be a good teacher, it is necessary to develop their thinking skills effectively.

Many thinking programmes have been designed to teach the different kinds of thinking. Formal logic was added to school curricula in many countries to provide students with training in rational thinking. The theory of constructivism has the most noticeable effects on teaching practices by viewing learners as active creators of their own knowledge. In short, thinking has become a major agenda in education. The word 'skill' means that it is something that can be taught, learnt and practiced in the course of teaching and learning. Hence it is the need for the present study, in which investigator makes an attempt to measure the level of Teachers' perception on teaching critical thinking skills in the English classroom.

Objectives of the Study

1. To find out the level of Teachers' perception on teaching critical thinking skills in English classroom.
2. To find out the significant influence of independent variables viz.,Gender,Age, School management, Locality of the school, Qualification, B.Ed study mode, Teaching Experience and Marital status on dependent variable Teachers' perception on teaching critical thinking skills in English classroom.

Hypotheses of the Study

1. There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of age.
2. There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of school management.
3. There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of Qualification.
4. There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of Teaching Experience.

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Terms and Definitions

Teachers: Refers to a persons who deliver an educational program, assesses student participation in an educational program or consistent and substantial leadership to an educational program.

Perception: Refers to the organization, identification and interpretation of sensory information in order to represent and understand the environment.

Teaching: Refers to the act, practice or profession of a teacher.

Critical Thinking Skills: Refers to the disciplined mental activity of evaluating arguments or propositions and making judgments that can guide the development of beliefs and taking action.

English Language: Refers to the second language included in the school curriculum.

Classroom: Refers to a room dedicated primarily to teaching or learning activities.

Methodology in Brief

A stratified random sample of 200 teachers constituted from different schools recognized by the Department of school education, Tamil Nadu. The investigator plans to undertake survey method as a technique for this study. The investigator will prepare the questionnaire which has 30 items with 3 point scales (Always, Sometimes and Never)

Findings of the Study

Hypothesis: 1

There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of age.

Table 1.1 Statistical Measures and Results of Test of Significance of Difference between the Mean Scores of Perception on Teaching Critical Thinking Skills in the English Classrooms: Age - Wise

Variable	Sub - Variables	N	M	SD	't' - Value	Significant at 0.05 level
Age	25 – 35	108	83.407	26.542	2.151	Significant
	36 - 45	52	15.923	15.063		
	25 - 35	108	83.407	26.542	9.065	Significant
	46 - 57	40	122.300	8.864		
	36 – 45	52	91.923	15.063	11.326	Significant
	46 - 57	40	122.300	8.864		

It is evident from above table no.1.1 that the obtained 't' value between the age group 36 – 45 and 46 – 57, 11.326 is greater than the table value 1.96 at the 0.05 level of significance. This shows that there is a significant difference in the perception on teaching critical thinking skills in the classroom in terms of their age. Hence Hypothesis is accepted.

Hypothesis: 2

There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of school management.

Table 2.1 Statistical Measures and Results of Test of Significance of Difference between the Mean Scores of Perception on Teaching Critical Thinking Skills in the English Classrooms: School Management

Variable	Sub - Variables	N	M	SD	't' - Value	Critical Value	Level of Significance
School Management	Government	120	88.567	26.389	3.301	1.960 for degrees of freedom at 0.05 level	Significant
	Self - Financing	80	100.650	23.718			

It is evident from above table no.2 .1 that the obtained 't' value between the 3.301 is greater than the table value 1.96 at the 0.05 level of significance. This shows that there is a significant difference in the perception on teaching critical thinking skills in the classroom in terms of their school management. It can be interpreted that the teachers working in self – financing school have high level of perception on teaching critical thinking skills in the English classrooms than the teachers working in the government schools. Hence Hypothesis is accepted.

Hypothesis: 3

There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of Qualification.

Table 3.1 Statistical Measures and Results of Test of Significance of Difference between the Mean Scores of Perception on Teaching Critical Thinking Skills in the English Classrooms: Qualification

Variable	Sub - Variables	N	M	SD	't' - Value	Critical Value	Level of Significance
Qualification	UG	128	82.281	24.398	9.814	1.960 for degrees of freedom at 0.05 level	Significant
	PG	72	113.167	14.424			

It is evident from above table no.3 .1 that the obtained 't' value 9.814 is greater than the table value 1.96 at the 0.05 level of significance. This shows that there is a significant difference in the perception on teaching critical thinking skills in the classroom in terms of their Qualification. It can be interpreted that the teachers with PG qualification have high level of perception on teaching critical thinking skills in the English classrooms than the teachers with UG qualification. Hence Hypothesis is accepted.

Hypothesis: 4

There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of teaching experience wise.

Table 4.1 Statistical Measures and Results of Test of Significance of Difference between the Mean Scores of Perception on Teaching Critical Thinking Skills in the English Classrooms: Teaching Experience Wise

Variable	Sub - Variables	N	M	SD	't' - Value	Critical Value	Level of Significance
Teaching Experience	Upto 10 Years	77	77.377	22.978	5.840	1.960 for degrees of freedom at 0.05 level	Significant
	11 – 20 years	88	98.046	22.416			
	Upto 10 Years	77	77.377	22.9777	9.157		
	21 and above Years	35	116.971	16.595			
	11 – 20 years	88	98.046	22.416	4.522		
	21 and above Years	35	116.971	16.595			

It is evident from above table no.4 .1 that the obtained 't' value between the teaching experience of teachers up to 10 years and 11 – 20, 5.840 is greater than the table value 1.96 at the 0.05 level of significance. This shows that there is a significant difference in the perception on teaching critical thinking skills in the classroom in terms of their teaching experience. It can be interpreted that the teachers with teaching experience 21 and above years have high level of perception on teaching critical thinking skills in the English classrooms than the teachers with teaching experience 11 – 20 years. Hence hypothesis no.4 is accepted. Hence Hypothesis is accepted.

Hypotheses Verification

1. There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of age. Hence Hypothesis is accepted.
2. There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of school management. Hence Hypothesis is accepted.
3. There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of Qualification. Hence Hypothesis is accepted.
4. There is a significant difference in the teachers' perception on teaching critical skills in the English classroom in terms of Teaching Experience. Hence Hypothesis is accepted.

Educational Implications

This study reveals that the teachers who are 46 – 57 age group, who are working in self – financing schools and who have post graduate degree, who have 21 and above years of teaching experience have high level of perception on teaching critical thinking skills in English classrooms than their counterparts. Hence the counterparts should be given proper training for developing their perception on teaching critical thinking skills in English classrooms.

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EFFICIENT AND EFFECTIVE INCLUSIVE EDUCATION FOR DIFFERENTLY ABLED

[1]Dr.J.Ida Rose Paulin

Abstract

Inclusive Education in Sarva Shiksha Abhiyan Scheme is a very important programme for education of *Children with Special Needs* facing critical physical challenges. Inclusive Education programme aims at providing education to these children in inclusive setup in the formal schools instead of special schools. The concept of inclusiveness in education is meditated to remove exclusiveness from the mind of such children traditionally supposed to get education in special schools secluded from mainstream school system. It is contemplated that the special school system creates isolation in the mind of the CWSN. Further, the exclusive special school system stands in the way of their social integration. Keeping this perspective in active consideration, the concept of implementation of Inclusive Education programme is perceived in SSA to ensure achieving the goal of universalisation of Elementary education.*

Inclusion in the context of education is a term that refers to the practice of education students with special needs in regular classes or all. Advocates of regular inclusion and full inclusion believe that students with special needs "belong" to the regular classroom. Consequently, Special Education services are delivered within the normal classroom. Inclusion advocates are opposed to students spending significant time in special education classes or being totally segregated from non-disabled students in specialised facilities.

Thus Teachers who promote inclusion in their classroom for mainstream children would find that most students develop better social skills, self discipline, higher self esteem, and greater academic competence among the Differently Abled Children. Every teacher can be successful following inclusive Education Models that have been developed over time, and with universal design for education curriculum that supports students who qualify for special education as well as encouraging their mainstream peers.

Keywords: Inclusive Education, Sarva Shiksha Abhiyan, Differently Abled, universalisation of Elementary education, Children with Special Needs (CWSN)

Introduction

Inclusion describes much more than the acceptance of a children with differently abled in the mainstream. Inclusive education programmes do not focus on the accommodation of these children into a general education setting, but are focused on the restructuring of schools to accept and provide for the needs of all students. In inclusive education, mainstreaming and integration are viewed as intermediary steps to the ultimate goal of teaching all students together. In inclusive program specialized instruction and support are provided to any student who is in need of support without labeling him as exceptional or disabled. In other words, no discrimination is made among the differently abled. All the children in all shades of different ability are welcome by making necessary arrangements and accommodations for their education in the same school and classes along with normal students.

Purpose of the Study

- Study the Inclusive Education Programme in SSA of the differently abled
- Understand the Philosophy and legislation pertaining to inclusion
- Examine the view of different models of inclusion and its supportive services
- Provide discussions relevant to inclusion for the differently abled

Inclusive education in Sarva Shiksha Abhiyan scheme

Inclusive Education in Sarva Shiksha Abhiyan Scheme is a very important programme for education of **Children with Special Needs** facing critical physical challenges. Inclusive Education programme aims at providing education to these children in inclusive setup in the formal schools instead of special schools. The concept of inclusiveness in education is meditated to remove exclusiveness from the mind of such children traditionally supposed to get education in special schools secluded from mainstream school system.

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It is contemplated that the special school system creates isolation in the mind of the CWSN. Further, the exclusive special school system stands in the way of their social integration. Keeping this perspective in active consideration, the concept of implementation of Inclusive Education programme is perceived in SSA to ensure achieving the goal of universalisation of Elementary education.

Philosophy and Legislation in Inclusion

Inclusive education is an ideology and not a programme. It is a concept of effective schools where every child has a place to study and teachers become facilitators of learning rather than providers of information (Mani, 2001).

UNESCO's 1994 Salamanca Statement and Framework for Action on Special Needs observes that education provide the clearest and most unequivocal call for inclusive education, with its guiding principle that ordinary schools should accommodate all children, regardless of their physical, intellectual, emotional, social, linguistic or other requirements. All educational policies, according to the Framework for Action should stipulate that disabled children attend their neighbourhood school that would be attended if the child did not have a disability.

According to Punani (2000), some states have shifted from integrated education to inclusive education. **It is the most cost effective and result oriented approach for making "Education for All"** a reality in India and this mode of education is expected to grow from strength to strength.

Arends (2000) in his study "Learning to Teach", states that inclusion is the practice of including students with disabilities in general education classrooms but the incorporation of inclusion in schools goes much beyond the simple physical placement of students with disabilities into the classroom and also includes to what extent the students are participating in classroom activities and assignments.

An inclusive school welcomes all children without discrimination and takes good care of them. The central concern is the **"Equalization of Opportunities and the creation of quality Education for All" (Johnson, 1995)**

Orienting general classroom teachers on the educational needs of all categories of disabled children can contribute to an effective implementation of the programme. The National Council for Teacher Education (NCTE, 1998), Curriculum Framework recommends the inclusion of content on special needs children in the Pre-service teacher preparation course.

Inclusion welcomes all children without discrimination. The central concern is the equalization of opportunities and the **creation of quality education for all** as shown in Figure 1.

Inclusion in the context of education is a term that refers to the practice of educating students with special needs in regular classes for all. Advocates of regular inclusion and full inclusion believe that students with special needs "belong" to the regular classroom. Consequently, Special Education Services are delivered within the normal classroom. Inclusion advocates are opposed to students spending significant time in special education classes or being totally segregated from nondisabled students in specialized facilities.

Figure 1 Focus of Inclusive Approach

The inclusion philosophy suggests that only through merger of resources, knowledge, and talents of Special education could help both children with and without disabilities receive comprehensive and appropriate education services (Stainback, 1991; Sailor, et al., 1998; Lipsky and Gartner, 1998). Continual support in terms of training for general education teachers is certainly required to make such a merged system work. In addition, children with disability have access to free education in an appropriate environment till the age of 18 years (Hegarty et al, 2002).

According to Mukhopadhyay and Mani (2000) as in several countries, India is still in the process of refining the procedures by which children with special needs can be identified. The first attempt in this regard was made during the National Policy on Education (1986) and Plan of Action (1992). It is estimated that the number of various co-teaching arrangements (general and special education teachers dividing and sharing class instruction) might be an effective way to facilitate inclusive programs (**www.palaestra .com/inclusion1.html).**

A Person's with Disabilities Act (PwD Act, 1995) was enacted by Parliament primarily for the purpose of empowering and enabling persons with disabilities to participate fully in society. The bill is
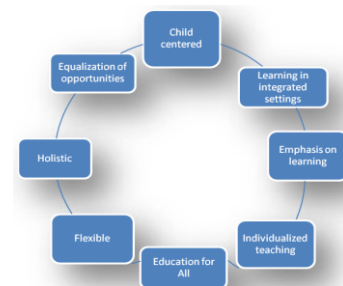
approximately called "Persons with Disabilities" (Equal Opportunities, Protection of Rights and Full Participation). Unquestionably, the best tool of empowerment is education. Persons with disabilities have the same RIGHT to access educational services, as do persons with non-disabilities. This is the fundamental RIGHT of all citizens of India, irrespective of caste, creed, color, gender, disability or disadvantage, guaranteed by the constitution (SPASTN, 1999).

The PwD Act (1995) has identified seven categories of disability; both physical and mental chapter of the Act pertains to education. Its upon the government to ensure that every child with a special need children of school going age at 15.06 million including 3.6 million, mentally retarded and 3.19 million children with physical disabilities in the age group 5-14 years.

Models for Successful Inclusion

This aspect discuss the inclusive models for elementary students with mild disabilities according to curricular innovation and the way school personnel and classrooms need to be organized (Manset et al, 1997). Both general education and resource teachers are working together using different forms of teaming. A number of these models have been successfully implemented in school districts. Figure 2 shows **six models namely consultant approach, teaming, co-teaching and combined model** as stated by Gartner and Lipsky, (1997).

The resource teachers were oriented to their roles in Sarva Shiksha Abhiyan (SSA) and their responsibilities to maximize educational opportunities of children with disabilities. They were also trained in preparation of teaching-learning materials, physiotherapy, etc to be effective partners in the implementation of the programme (IHRDC, 2002)
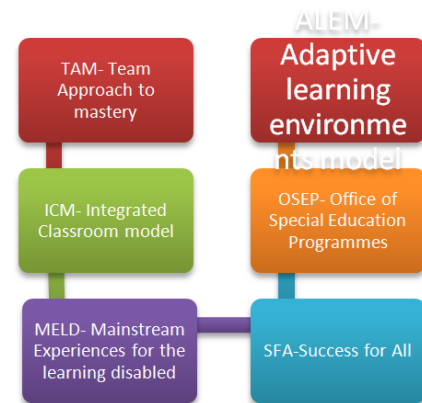

Figure: 2 Inclusive Models

Support Services and Roles and Responsibilities of Personnel

The roles and responsibilities of the general classroom teachers include planning instructional strategies for children with disabilities and curricular teaching content to them. Maintaining attendance for curriculum and plus curricular activities, general discipline in the classroom, checking home assignments, conducting examinations, evaluation, facilitating Child-to-Child learning, Checking the progress of the child, consulting with special teachers about the plus-curriculum needs of disabled children and interacting with parents of disabled children are some of their additional responsibilities(Mani, 2000).

Both special and regular educators must develop strategies for working together and sharing their skills and resources in order to prevent the millions of at-risk students from becoming failures of our educational system. Some special educators have recommended that a major restricting factor of the relationship between special education and regular education is needed to form a single educational system responsive to the individual needs of all children (Newand and Orlansky, 2002).

Local administrators and school heads can play a major role in making schools more responsive to children with special educational needs. School heads have a special responsibility in promoting positive attitudes throughout the schools, community and in arranging for effective co-operation between class teachers and support staff. Appropriate arrangements for support and the exact role to be played by various partners in the educational process should be decided through consultation and negotiation (**www.circlesofinclusion .org).**

As voluntary associations and non-governmental organizations have more freedom to act and can respond more readily to the expressed needs. They should be supported in developing new ideas and pioneering innovative delivery methods. They can also play the roles of innovator and catalyst and extend the range of programmes available to the community (Frieberg, 2000).

More than 80 percent of the teachers feel that with special teaching learning material, with support from families and with advice from rehabilitation professionals, children with disabilities in regular schools will become truly integrated (SPASTN,1999)

Mani (2000) considers the support services rendered in identifying children with disabilities in the community, teaching skills peculiar to disability whenever necessary in assisting general classroom teachers If needed, arranging assessment for children with disabilities, learning material for children with disabilities, aids and appliances and monitoring the progress of the child is also done through classroom teachers. Inclusion does not just mean enrolling children with disabilities in the regular classroom, but along with enrollment of the child with specific disability, they need to be assisted to cope with the regular classroom, thus adopting a child centered approach as shown in Figure 3.

Looking at the illustration in the Figure - 3 it is clear that the children in the last two categories may require the assistance of special teacher to a greater extent compared to children at the other levels. Therefore, the nature of assistance for each child should be decided on the basis of his instructional needs. Inclusive education can prove to be successful with proper understanding of need based instructional strategies and implementation of the same (Vijayan and Geetha, 2002).

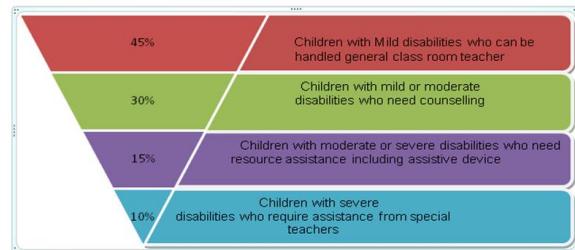| 45% | Children with Mild disabilities who can be handled general class room teacher |
30%	Children with mild or moderate disabilities who need counselling
15%	Children with moderate or severe disabilities who need resource assistance including assistive device
10%	Children with severe disabilities who require assistance from special teachers

Figure: 3 Percentages of Children with Special Needs Requiring Assistance

Thus inclusion is part of school improvement and developing more effective comprehensive schooling for all. Therefore, Goals need to be built into the School Development Plan to be met over a five or six-year time scale and their achievement need to be monitored. Inclusion, which has significant advantages for special children, their families, and society, should become an educational priority.

Discussions

The following discussions are need to be considered in order to move towards education of children with disabilities in inclusive settings.

- The attitude that 'inclusive education is not an alternative but an inevitability, if the dream of providing basic education to all children is to ever become a reality' needs to be cultivated among all concerned professionals, grassroots workers, teachers and community members, especially in rural and remote areas.
- Links and bridges need to be built between special schools and inclusive education practices. Linkages also need to be established between community-based rehabilitation programmes and inclusive education.
- Public policies, supportive legislation and budgetary allocations should not be based on incidence, but on prevalence of special education needs, and take into consideration the backlog created as a result of decades of neglect.
- The existing dual ministry responsibilities should be changed. Education of children with disabilities should be the responsibility of the Department of Education. The Ministry of Welfare should confine itself to support activities only.
- Inclusion without 'adequate' preparation of general schools will not yield satisfactory results. It is essential that issues related to infrastructural facilities, curriculum modification and educational materials should be addressed.
- Regular evaluation should be based on performance indicators specified in the implementation programme, and accountability for effective implementation at all levels should be ensured.
- There should be emphasis on bottom-up, school-based interventions as part of Regular Education programmes following inclusive strategies. The programme should be based on stakeholder participation, community mobilization, and mobilization of NGO, private and government resources.
- The training of general teachers at pre-service and in-service levels should address the issue of education of children with disabilities, so that teachers are better equipped to work in an inclusive environment.
- The existing handful of teacher trainers cannot reach the vast number of teachers working with children with disabilities in rural/remote areas. There is a need to explore alternatives such as training para-teachers, investing in pilot studies to develop tele-rehabilitation programmes, and exploring strategies for distance education.

- The preparation of children—in the form of early childhood intervention before enrolment—is required. This would ensure that they do not drop out, are retained in schools, and compete equally with other children.
- In order to strengthen inclusive practices, networking between existing practitioners (i.e., IEDC,DPEP, SSA, etc.) would be useful. Simultaneous implementation, and consistent monitoring, reinforcement and coordination between government departments and NGOs at national and state levels will promote inclusive practices.

Conclusion

Thus Teachers who promote inclusion in their classroom for mainstream children would find that most students develop better social skills, self discipline, higher self esteem, and greater academic competence among the Differently Abled Children. Every teacher can be successful In Understanding the Importance of Implementation of Ssa, Philosophy Behind Inclusion, Inclusive Education Models and Specially The Role and Responsibilities of Personnels that have been developed over time, and with universal design for education curriculum that supports students who qualify for special education as well as encouraging their mainstream peers.

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RESILIENCE: EFFICACY OF COGNITIVE BEHAVIOURAL COUNSELLING AMONG ADOLESCENTS

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Abstract

Resilience is one of the key aspects that need to be strengthened to equip the adolescents for addressing the adversities in their life and to sustain well being. There are different approaches of which cognitive behavioural counseling is of greater significance. The present study is an attempt to find out the efficacy of the cognitive behavioural counseling in adolescents. Two group before match after design was used for carrying out the study. The sample population comprises of 80 plus two students and randomly assigned to experimental and control group. Person data schedule and Resilience scale for adolescents were used as instruments. Results were analysed using "t" test and step wise regression analysis. Results reveals that the cognitive behaviour counselling is effective in enhancing the optimism, self efficacy, adaptability, tolerance, sense of personal worth, self control, empathy, and emotional stability.

Keyterms: *Resilience, Cognitive behavioural counselling*

When children are very young and continuing throughout life, it is imperative that family, school and community systems make sure that every child is taught how they operate from the inside-out. Teaching should not be diverted to how not to be violent, but focus more deeply on discovering well-being. Research has clearly shown that young people who possess confidence, persistence, organization, and getting along skills are likely to achieve to the best of their ability and possess good mental health in comparison to under-achieving, unhappy/angry young people who have not acquired these capabilities.

Resilience is a dynamic process whereby individuals exhibit positive behavioral adaptation when they encounter significant adversity, trauma, tragedy, threats, or even significant sources of stress. It is different from strengths or developmental assets which are the characteristic of an entire population, regardless of the level of adversity they face. It is the capacity of individuals to cope well under adversity and to navigate their way to psychological, social, cultural, and physical resources that may sustain their well-being. Resilience means qualities which cushion a vulnerable child from the worst effects of adversity in whatever form it takes and which may help a child or young person to cope, survive and even thrive in the face of great hurt and disadvantage (Gilligan, 2000).

Promoting resilience may enable better long-term outcomes by boosting children's chances of positive adaptation in future, even if optimal environmental conditions for growth are not possible. Hence the importance of resilience factors for outcomes lies not only in their impact on safeguarding a child but also on enabling growth and future development, despite adverse circumstances. Resilient children are better equipped to resist stress and adversity, cope with change and uncertainty, and to recover faster and more completely from traumatic events or episodes (Newman & Blackburn, 2002). Resilience does not eliminate stress or erase life's difficulties. Instead, it gives people the strength to tackle problems head on, overcome adversity and move on with their lives.

Intervention strategies need to be built around appropriate expectations and developmental needs, and to understand the changing nature of them. Resilience promoting interventions need to define their outcomes in relation to positive age appropriate development (such as positive peer relationships), resources and adaptive capabilities, and not just rely on the absence of symptoms or risks. The presence of certain assets rather the mere absence of risk is once way in which resilience may be conferred.

Cognitive behavioral counselling is used to build up the capability to deal with the problem of constant perceptions of the world as a dangerous place, resulting in a process of maladaptive and habitual interactions among cognitive, behavioral, and physiological response systems. Maladaptive behavioral responses include subtle behavioral avoidance and slowed decision-making. It has been noticed that characteristics like optimism, hopefulness, cognitive flexibility etc present in many resilient people, even in dire situations.

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While in some people they appears to be genetic, it can also be learned. cognitive-behavioral counselling is designed to enable people to view their situation in a more positive light and to see ways out of a difficult situation. A burgeoning literature has now emerged that has highlighted the role that an individual's or group's "thinking style" plays in influencing one's reactions to trauma. Cognitive behavioural counselling teaches people to change nonproductive habits of thinking and to react differently in situations that trigger anxiety. Cognitive behavioral counselling applies cognitive psychology to the process of achieving symptom relief, gaining control of emotional upset and ineffective behavioral reactions (Fraum, 2002). The present study is an attempt to find out the role of cognitive behavioural counselling in resilience skills among adolescents.

Method

The experimental study is aiming to find out the efficacy of cognitive behavioural counselling in enhancing resilience skills among adolescents.

Research design

Two group before match after design was used to find out the efficacy of the cognitive behavioural counselling among plus two students. The design of the present study can be diagrammatically represented as follows.

Table 1 Diagrammatic representation of the design of the study

Pre test	Assignment	Group	Intervention	Post test
W	Matched Randomization	Control	Nil	Y1
		Experimental	CBC	Y2

W indicates pre intervention score and Y1 and Y2 indicate post intervention score

This design has lots of advantages; a before observation is made with the specific intention of using the data to match the experimental and control subjects. This helps in great reduction between group variability before the treatment. This is a powerful method because of the greater reduction in between group variability before the treatment is administered.

Sample

Kannur district was taken as the universe for the study. The population selected for the study were the students studying in 11th and 12th classes. Simple random sampling is the method used for identifying the students for before observation. A total of 250 students were taken for the purpose. Based on the total score on resilience, 80 students who scored low score on total resilience were selected for the experiment. They were then assigned randomly to the experimental and non treatment control group. There were 40 students in each group. The samples were selected based on specific inclusion and exclusion criteria.

Table 2 Details of the sample selected for the study

Sl. No.	Variable	Subsections	Screening Sample (N=250)		Sample for the study (N = 80)	
			Frequency	Percentage	Frequency	Percentage
1	Age	15 years	80	32%	40	50%
		16 years	150	60%	40	50%
		17 years	20	8%	00	00
2	Gender	Male	120	48%	40	50%
		Female	130	52%	40	50%
3	Religion	Hindu	130	52%	45	56.25%
		Christian	45	18%	12	15%
		Muslim	75	30%	23	28.75%
4	Domicile	Rural	116	46.4%	40	50%
		Urban	134	53.6%	40	50%

Sample for the present study being plus two students, it is expected that the students will be in the age group of 15 years to 17 years. For the first phase of the study majority (60%) are in the age group of 16 years and only 8% in the age group of 17 years. The male representation comes to 48%, and good

majority (52%) is from the hindu religion among the samples for the first phase of the study. Slight variation seen in the case of domicile, 53.6% belongs to urban area.

Before match after design was used for conducting the second phase of the study and majority of the socio demographic factors are matched. Fifty percent representation is reported in all areas except for religion. 56.25% of the respondents in the second phase of the study belong to Hindu religion followed by Muslim with 28.75%

Tools
Personal Data Schedule
Information regarding the subject's personal details was collected using the personal data schedule (PDS). PDS consists of a set of unstructured questions for eliciting information like age, sex, locale, class in which studying, occupation of parents, nature of family, food habits, family atmosphere, prior history of illness, habits, etc.

Resilience Scale for Adolescents
Resilience Scale for Adolescents (Anitha & Jisha, 2012) was designed to measure the various dimensions of resilience among adolescents. The scale comprises of eighty items measuring eight variables viz., optimism, self efficacy, adaptability, and tolerance, sense of personal worth, self control, empathy, and emotional stability, ten items in each subscale. The split half reliability coefficient of 0.94 for optimism, 0.82 for self efficacy, 0.79 for adaptability, 0.70 for tolerance, 0.74 for sense of personal worth, 0.83 for self control, 0.82 for empathy, and 0.89 for emotional stability. The scale has criterion validity coefficient of 0.96 for optimism, 0.76 for self efficacy, 0.88 for adaptability, 0.69 for tolerance, 0.73 for sense of personal worth, 0.81 for self control, 0.62 for empathy, and 0.88 for emotional stability

Techniques
The review of literature, theoretical and empirical, gives a clear understanding that there are a number of techniques /methods which can be used for enhancing resilience skills. The sample being adolescents and the need for having a time bounded and result oriented approach and with minimum techniques, the researcher decided to take cognitive behaviour counselling as intervention technique. Resilience comprises of a set of variable that specifically highlights the skills that a person should have. And to enhance the skills the best possible method is cognitive behavioural counselling. The research review also highlights the roll of cognitive behavioural counselling in managing academic anxiety. Since cognitive behavioural counselling seems to be effective for addressing these issues, decided to use it as the intervention technique for the present study.

Cognitive Behavioural Counselling
At the heart of CBC lies in the idea that our interpretations of our experiences are hypotheses or beliefs rather than facts, and as such may be correct or incorrect to varying degrees. When people hold unrealistic and negative beliefs about themselves or their experiences, an emotional upset will result.

Two aspects of thinking are particularly relevant to CBC: (a) ordinary fleeting thoughts and images and (b) underlying beliefs and assumptions which give rise to the thoughts and images. One of the major figures in CBC, Aaron Beck, gives the name 'automatic thoughts' to thoughts and images occurring involuntarily in the stream of consciousness. If these thoughts are negative and unrealistic, an emotional disorder may result. The second major pioneer in CBC, Albert Ellis, emphasises the role of 'irrational beliefs' in emotional disorders. For him, adaptive beliefs are expressed in relative terms which describe the client's preferences, wishes or desires about a situation, irrational beliefs are expressed in extreme terms such as demands, musts, and should's. A further defining characteristic of irrational beliefs is that they hinder a person from achieving his or her goals.

There are three main assumptions underlying CBC: (a) that emotions and behaviour are determined by thinking; (b) that emotional disorders result from negative and unrealistic thinking; and (c) that by altering this negative and unrealistic thinking emotional disturbances can be reduced. In summary the steps involved in CBC are to teach the student to;
1. Monitor emotional upsets and activating events
2. Identify maladaptive thinking and beliefs

3. Realise the connections between thinking, emotions and behaviour.
4. Test out maladaptive thinking and beliefs by examining evidences for and against
5. Substitute the negative thinking with more realistic thinking.

A triadic model aids the counsellor in helping the client using CBC. At its simplest, the counsellor has to help the client to get started on the therapeutic journey (stage 1), teach the client the cognitive behavioural method of change (stage 2), and finally, help the client to overcome blocks to change and independence as he prepares for termination(stage 3). The sample for the study is matched on the basis of their overall resilience score. Of course every case is different, the cognitive behavioural counseling developed as a package is only suggestive as to how the researcher/counsellor might proceed and to maintain uniformity in approach. The CBC proposed has three stages with eighteen sessions spread over a period of two months.

Procedure

After obtaining permission from the school authorities, met the respondents in small group of 20 and briefed the purpose of the study and clarified their doubts. The items of the personal data were read out and make the student fill the details without any omissions followed by the resilience scale for adolescents. Twenty to thirty minutes is the time needed to complete the questionnaires? The scoring of the test was done as per the detail given in the manual.

The subjects were matched by their scores on resilience, gender, domicile and age. The subjects were assigned randomly to the experimental and control group. Cognitive Behavioural Counselling was given to the experimental group. The CBC administered individually to the subjects as per detailed module prepared. Eighteen sessions were given to each subject spread over a period of one and a half months. Duration of the session varies from 30 to 60 minutes per session. The control group was not given any treatment. The post assessment was also done immediately after the completion of intervention. The data were then screened, scored, and were subjected for analysis using "t'test, with the help of SPSS.

Results & Discussion

"T" test was carried out to find out whether there exists any significant difference between the pre and post assessment scores in resilience variables of the control and experimental groups.

Comparison of pre and post test scores of the control group

The t test results of the control group on pre and posttest assessment scores based on all resilience variables and total resilience score were computed and presented in table no 3. The men score comparison was also done and presented as figure no 1.

Table 3 Results of paired sample't' test on pre and post test scores of the control group

Variables	Group	N	Mean	Std. Deviation	't' value
Optimism	Pre test	40	22.1500	3.12599	5.704**
	Post test	40	19.2750	3.41180	
Self efficacy	Pre test	40	22.1750	4.94528	1.782
	Post test	40	21.5000	5.19862	
Adaptability	Pre test	40	22.1500	3.62010	6.725**
	Post test	40	20.4750	3.05495	
Tolerance	Pre test	40	23.1500	4.97970	6.324**
	Post test	40	21.8000	4.49615	
Sense of personal worth	Pre test	40	18.9500	5.06851	6.009**
	Post test	40	17.7000	4.86326	
Self control	Pre test	40	17.4750	4.96649	3.489**
	Post test	40	16.7000	4.65309	
Empathy	Pre test	40	20.7000	5.02404	2.348*
	Post test	40	20.1750	4.73875	
Emotional stability	Pre test	40	16.4500	4.62407	5.929**
	Post test	40	14.1000	3.77441	
Total resilience	Pre test	40	1.6320E2	12.52935	12.011**
	Post test	40	1.5172E2	13.83045	

*Significant at 0.05 level ; ** significant at 0.01 level*

The t-test results for the control group between pre and post assessment for the variable optimism shows significant difference. The t-value obtained is 5.704 which is significant at 0.01 levels. The control group obtained a pre assessment mean score of 22.15 and post assessment mean score of 19.27 and a standard deviation of 3.12 and 3.41 respectively. The mean score comparison of the pre and post test shows that there is decrease in the score indicating a reduction in optimism among the control group. Since the control group has not received any intervention or support for the last two months period, and also because of the forth coming examination resulted in the decrease in the optimism score. Though the result shows a significant difference it is in opposite direction and it could be concluded that as time passes the optimism among adolescents' decreases.

A t value of 1.78 obtained for the variable self-efficacy, which is not significant. The mean score of 22.17 as pretest score and a mean score of 21.5 as a post test score obtained by the control group. Though there is a slight variation in the mean score it is not statistically significant. This indicates the fact that the control group does not experience any change in their self-efficacy during the last two months.

The t value obtained for the variable adaptability is 6.725, which is significant at 0.01 levels. The result shows that the control group shows a significant difference between the pre and post test scores on adaptability. The pre test and post test mean scores obtained by the control group for the variable adaptability is 22.15 and 20.47 with standard deviation scores of 3.62 and 3.05 respectively. The control group showed a slight decrease in the mean scores on adaptability in the pre and post test scores. The reduction in adaptability may be attributed to the lack of support and increase in anxiety due to the forth coming examination.

The t value obtained for the variable tolerance is 6.324, which is significant at 0.01 level. This indicates that there is a significant difference in the pre and post test scores on tolerance. The mean score for the pre test for the control group is 23.15 and for the post test 21.8 respectively. The standard deviation scores are 4.97 and 4.49 respectively. Here too as time passes there is a decrease in tolerance score. Tolerance refers to the quality of being stable or steady in dealing emotional dealings. Difference can be observed in the pre and post test mean scores indicates that the level of tolerance decreased in the period of two months. This may be because of experience of academic anxiety due to either pressure from the academic activities or become more vulnerable to problems. They may feel unable to handle their personal and academic problems in a satisfying way.

The t value obtained for the variable sense of personal worth is 6.009, which is significant at 0.01 levels. Pre and post test scores of the control group shows a significant difference. The mean score for the pre test found to be 18.95 and 17.70 for the post test with standard deviation scores 5.06 and 4.86 respectively. As in the case of other resilience variable, a decrease in sense of personal worth is seen. A slight difference can be observed in the pre and post test mean scores indicates that in this period they experienced

Figure No .1 Mean : pre and post test scores of control group

lack of sense of personal worth. The failures, conflicts or problems experienced by them might have resulted in the reduction in their sense of personal worth.

For the variable self-control, the t value obtained is 3.489, which is significant at 0.01 level. The mean scores obtained for this variable is 17.47 and 16.70 respectively. The standard deviation scores are 4.96 for the pre test and 4.65 for the post test respectively. There exists a slight difference in the mean scores of the pre and post test indicates that the control group showed a reduction in the ability to control their self in an effective manner.

Empathy is the ability to comprehend emotional states of one's own and others. The t value obtained for empathy, is 2.348, which is significant at 0.05 level. The pre test and post test mean scores obtained are 20.70 and 20.17 with standard deviation scores 5.02 and 4.78 respectively. The difference is very little that is negligible. There is not much difference occurred in the control group between pre and post test period.

For emotional stability the t value obtained is 5.929, which is significant at 0.01 levels. The mean scores of the control group in the pre test is 16.45 and in the post test 14.1. The standard deviation scores
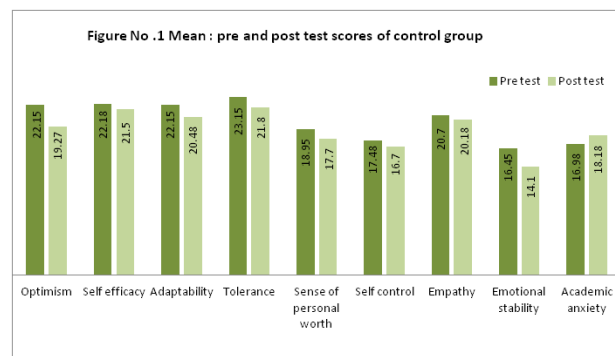
obtained are 4.62 and 3.77 respectively. There occurred a significant difference in the control group in emotional stability may be because of the reason that they may be undergoing tremendous changes with regard to their personal, social, emotional and academic sphere of life. Since they are not getting any intervention they face difficulty in handling their emotional states.

Comparison of pre and post scores of the experimental group

The t test results of the experimental group on pre and post intervention scores based on all resilience variables were computed and presented in table no: 4 and a graph is plotted and placed as figure no: 2 based on the mean values.

Table 4 Results of paired sample't' test on pre and post test scores of the experimental group

Variables	Group	N	Mean	Std. Deviation	't' value
Optimism	Pre test	40	22.0000	3.67249	-13.819**
	Post test	40	30.6750	1.89990	
Self efficacy	Pre test	40	21.9500	4.73368	-7.364**
	Post test	40	26.7750	3.25409	
Adaptability	Pre test	40	21.0500	3.76863	-11.287**
	Post test	40	28.8750	3.42829	
Tolerance	Pre test	40	22.1750	4.85633	-10.075**
	Post test	40	29.9500	3.00384	
Sense of personal worth	Pre test	40	19.5250	4.08240	-8.344**
	Post test	40	21.9500	3.30462	
Self control	Pre test	40	19.1500	4.35919	-17.061**
	Post test	40	28.8000	3.74987	
Empathy	Pre test	40	19.9000	4.82408	-5.626**
	Post test	40	21.0250	3.93203	
Emotional stability	Pre test	40	17.4500	5.07861	-13.563**
	Post test	40	27.4500	3.83606	
Total resilience	Pre test	40	1.6320E2	12.52935	-31.354**
	Post test	40	2.1550E2	9.00712	

* Significant at 0.05 level ; ** significant at 0.01 level

The t test results for the experimental group between pre and post intervention in the variable, optimism shows significant difference at 0.01 level. The t value obtained is -13.81, which is significant at 0.01 level. The pre intervention mean score of this group is 22.0 and the post intervention mean score is 30.67 and the standard deviation scores of 3.67 and 1.89 respectively. Comparison of the mean scores reveals the fact that there is an increase in the score of optimism after intervention. The improved positive attitude in students may be because of the cognitive behavior that they undergone.

For self-efficacy the experimental group obtained a t value -7.364, which is found significant at 0.01 level. The mean scores obtained are 21.95 and 26.77 for the pre and post test respectively. The standard deviation score for the pretest is 4.73 and for the post test is 3.25. Here also an increase in the level of self-efficacy can be noted. After the intervention the students acquired the capability to produce the desired effects by their own action. Cognitive behavior counseling was found effective in strengthening their beliefs about self-efficacy which enabled them to face the challenges and obstacles in daily life.

Figure No 2 Mean: pre and post test scores of the experimental group

The t value obtained for adaptability is -11.287, which is significant at 0.01 level. The mean score for the pre test is 21.05 and for the post test is 28.87 with standard deviation scores 3.76 and 3.42 respectively. The experimental
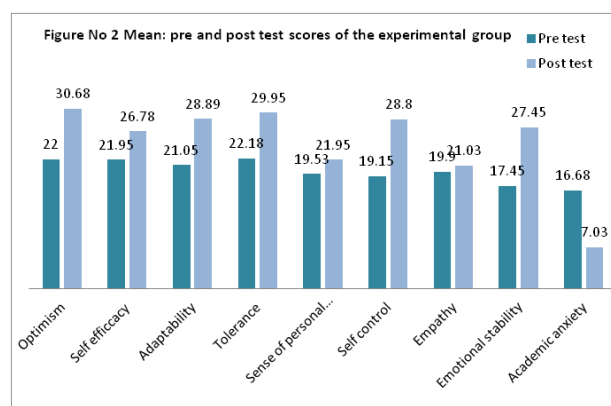
group showed noticeable difference in accepting the beneficial changes in their behavior to meet the environmental demands. They are found successful in their attempt also, which means the intervention was effective in improving their adaptability skills.

The variable tolerance obtained a t value -10.075, which is significant at 0.01 level. The mean score for pre and post test are 22.17 and 29.95 with standard deviation scores 4.85 and 3.0 respectively. The comparison of the mean score gives evidence for the effectiveness of intervention programme that the experimental group undergone. The results indicate that the experimental group acquired the ability to experience difference or separateness from others while remaining in relationship with others.

The t value for sense of personal worth is -8.344, which is significant at 0.01 level. The mean score foe pre and post test are 19.52 and 21.95 respectively. The standard deviation scores are 4.08 and 3.30 for the pre and post test respectively. There is an increase in the mean value in the post test indicates the fact that the intervention was found effective in building up sense of personal worth among these students. Self-control is the next variable under consideration which obtained a t value -17.06 which is significant at 0.01 level. For the pre test the mean score is 19.15 and for the post test it is 28.8. the standard deviation scores are 4.35 and 3.74 for the pre and post test respectively. The intervention was found effective in improving the ability to control the self in order to enhance better living.

The t value of the variable, empathy is -5.626, which is significant at 0.01 level. The mean score for the pre test is 19.9 and for the post test is 21.02 with standard deviation 4.82 and 3.93 respectively. There is an increase in the mean scores of the post test indicates the fact that the experimental group students showed better skills to understand and recognize other's emotional states and behave accordingly.

The t value obtained for emotional stability is -13.56, which is significant at 0.01 level. The mean value for the pre test is 17.45 and for the post test is 27.45. the standard deviation scores are 5.07 and 3.83 for the pre and post test respectively. There is an increase in the mean score of the post test reveals the fact that there occurred a very good improvement in the quality of being stable and steady in handling the emotional dealings. The cognitive behavior counseling was found effective in achieving this.

The experimental group also showed improvement in their total resilience level, which is evidenced from the significant t value, -31.35, significant at 0.01 level. The mean scores for pre and post test are 1.63 and 2.15 respectively. For the pre and post test the standard deviation scores are 12.5 and 9.07. The intervention was found effective in building up the resilience skills in the students.

Conclusion

From the results it could be seen that there was a decrease in optimism, adaptability, tolerance, sense of personal worth, self control, empathy, and emotional stability dimensions of resilience among the control group on their pre and post test scores. Whereas the experimental group who undergone cognitive behavioural counseling shows an increase in their score on optimism, self efficacy, adaptability, tolerance, sense of personal worth, self control, empathy, and emotional stability. It is to be noted from the results of the control group that the adolescents are becoming more vulnerable as they are not equipped or even provided with necessary professional support. From the results it could be concluded that the cognitive behaviour counseling is effective in enhancing the optimism, self efficacy, adaptability, and tolerance, sense of personal worth, self control, empathy, and emotional stability.

We tend to idealize childhood as a carefree time, but youth alone offers no shield against the emotional hurts and traumas many children face. Children can be asked to deal with problems ranging from adapting to a new classroom to bullying by classmates or even abuse at home. Add to that the uncertainties that are part of growing up, and childhood can be anything but carefree. The ability to thrive despite these challenges arises from the skills of resilience.

Building resilience, can help our children manage stress and feelings of anxiety and uncertainty, learn new ways of understanding themselves better, learn how to relate to important people in their lives differently, learn new skills for understanding their emotions, learn new ways of thinking about things, learn new behaviours, to over-come emotional and behavioural difficulties, to help children and young teenagers develop skills to manage a wide range of emotional and behavioural problems, to facilitate the discussion of life experiences, self-perception, family relationships, and supports skill development in areas such as expressing how you feel, recognizing and changing distorted thinking, managing anger, problem solving, planning good times, and relaxation. The findings of the present study highlight the

importance and need for building resilience skills among adolescents. It will help in building resilience and in turn help them to utilize their maximum potential.

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HEALTH STATUS AND SELF-ESTEEM OF HIGH SCHOOL STUDENTS

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Abstract

   Self-esteem is affected by variety of influences, ranging from formation of childhood or our idea of self. When the self-esteem is high we are confident, feel free to be ourselves and to express ourselves whereas when it is low, we attempt to hide ourselves. People are motivated to have high self-esteem and having it indicates positive self-regard, not egotism. Psychologists have studied self-esteem extensively because it affects so many aspects of a person's life. They find that people with low self-esteem tend to be more easily influenced by other, to do less well in school, to set lower goal for them, to be loners and to have emotional problems. High self-esteem seems to make it easier to resist group influence. People with high self-esteem are less dependent upon the good opinion of others.

   The present study focuses on the health status and self-esteem of high school students. This study is the best and the need of the hour to bring out the desirable change in the minds of the parents and students. The mental health varies on the background dwelling in rural or urban, socio-economic status, educational status influence the academic aspect of the children. The present study is unique to explore how far the health status and self-esteem has its impact in the academic achievement of high school students. Therefore the significance of the study is to find out the relationship between health status and self-esteem of high school students.

Introduction

   Health status is the current state of one's own health. It includes the status of your wellness, fitness, and any underlying diseases or injuries. Health status also includes such influencing factors such as weight**,** nutrition**,** agility and flexibility or ability to move**,** smoking, alcohol consumption, caffeine consumption and compliance with prescribed medications, treatments, activity, diet, etc. Health status as used in the study includes both physical and mental health. Physical health is the ability to perform a specific physical task at a high level of effort. Mental health is a condition which permits optimal development, physical, intellectual, and emotional of the individual so far as this is compatible with that of other individuals. **Self-esteem** The word esteem means to have a high regard for, value something or someone, thinking and believing that something or someone is of great value. Self-esteem is the way one look at, feel, regard and value one. According to Coopersmith (1967), "Self-esteem is a personal judgment of worthiness that is expressed in the attitudes that the individual holds himself". Hemachek (1971) explained self-esteem as the affective portion of the self. It is the fertilizer which nourishes one's talents, resources and abilities. This makes one to have a perception of reality based on clarity, intelligence, understanding and so on which in turn leads to a life with direction and purpose. According to the investigator, self-esteem refers to the prestige of the individuals.

Objectives of the study
1. To find out whether there is any significant difference between the male and female students in their Health Status and Self Esteem.
2. To find out whether there is any significant difference between the residential and non residential students in Health Status and Self Esteem.
3. To find out whether there is any significant difference between the rural and urban students in their Health Status and Self Esteem.
4. To find out whether there is any significant difference between the students who have and those who do not have siblings in their Health Status and Self Esteem.

Hypotheses of the study
1. There is no significant difference between the male and female students in their Health Status and Self Esteem.

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2. There is no significant difference between the residential and non residential students in their Health Status and Self Esteem

3. There is no significant difference between the rural and urban students in their Health Status and Self Esteem.

4. There is no significant difference between the students who have and those who do not have siblings in their Health Status and Self Esteem.

Review of related literature

Rohini and Sathya (2011) conducted a study on Management of Test Anxiety and Enhancement of Self – Esteem in XII Standard Students through Positive Therapy.

The main objectives of the study were to assess the level of test anxiety in XII standard students. To assess the level of self - esteem in XII standard students. To identify the influence of gender on test anxiety and self – esteem in XII standard students. To ascertain the efficacy of Positive Therapy in the management of test anxiety and enhancement of self – esteem in XII standard students. From Kadri Mills High School, Ondipudur, 60 twelfth standard students with high – test anxiety and low self – esteem were selected to serve as the sample of the study. The sample included 30 male and 30 female students. Test Anxiety Inventory (T. A. I) developed by Spielberger (1980), Rosenberg Self – Esteem Scale developed by Rosenberg (1965), Case Study Schedule by Natesan (2003) were used as tools for the study. Before treatment, 15% of the subjects had 'Low' self – esteem and 38% of them had 'High' self – esteem. After the intervention of Positive Therapy, self – esteem increased remarkably in most of the subjects. 20% of them had 'Very High' self – esteem, 55% had 'High' self – esteem and 25% had 'Moderate' self – esteem. Positive Therapy helped to enhance the mean self – esteem of the subjects from 'Moderate' (16.4) to 'High' (20.65).

Somasundaram (2011) conducted a study on Mental Health Status of Adolescent Students.
The objective of the study was to find out the level of mental health status of adolescent students of standard IX. To study the mental health status of adolescent students of standard IX, in terms of the background variables; gender, type of school, nature of school, area of residence, birth order of students, type of family and father's place of work. A normative survey method was used for the present investigation. A sample of 350 students of Standard IX from 2 government schools, 3 government aided schools, 2 private schools of Madurantakam, Kanchipuram District was selected by simple random sampling technique. It included 175 boys and 175 girls. The tool is a questionnaire with 55 items, standardized by Jagadish and Srivastava. It measures 6 different aspects of mental health. They are +^{ve} self evaluation, realistic perception

Methodology

Survey method has been used for this study.

Sampling Technique and Sample Size

Random sampling technique has been used for this study and the sample size was 270. Data has been collected from students from various schools. in Vellore district, TamilNadu.

Selection of tool

The tool used for the study is self made questionnaire. included 50 statements each being followed by the words Yes and No .The number of right and wrong responses are totaled.

Analysis and Interpretation

Hypothesis 1

There is no significant difference between male and female students in their physical health, mental health and health status.

Table 1 Difference between Male and Female Students in their Health Status and its Dimensions

S. No.	Dimensions of Health status	Male (N=120)		Female (N=150)		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1.	Physical health	43.89	6.02	44.50	5.10	0.88	NS
2.	Mental health	26.81	4.27	27.09	4.37	0.53	NS
3.	Health status	70.70	9.08	71.59	7.42	0.86	NS

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

It is inferred from the above table that there is no significant difference between male and female high school students in their Physical health, Mental health and Health status.

Hypothesis 2

There is no significant difference between Tamil and English medium students in their physical health, mental health and health status.

**Table 2 Difference between Tamil and English Medium Students in their
Health Status and Its Dimensions**

S. No.	Dimensions of Health status	Tamil (N=180)		English (N=90)		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1.	Physical health	42.90	5.30	46.89	5.00	6.05	S
2.	Mental health	26.56	4.17	27.77	4.52	2.12	S
3.	Health status	69.46	7.64	74.66	8.21	5.01	S

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

It is inferred from the above table that there is significant difference between Tamil and English medium students in their Physical health, Mental health and Health status.

While comparing the mean scores of Tamil and English medium students, the English medium students (mean = 46.89) have better Physical health than the Tamil medium students (mean = 42.90)

While comparing the mean scores of Tamil and English medium students, the English medium students (mean = 27.77) have better Mental health than the Tamil medium students (mean = 26.56)

While comparing the mean scores of Tamil and English medium students, the English medium students (mean = 74.66) have better Health status than the Tamil medium students (mean = 69.46).

Hypothesis 3

There is no significant difference between rural and urban school students in their physical health, mental health and health status.

Table 3 Difference between Rural and Urban Students in their Health Status and its Dimensions

S. No.	Dimensions of Health status	Rural (N=153)		Urban (N=117)		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1.	Physical health	44.05	5.99	44.47	4.86	0.64	NS
2.	Mental health	26.44	4.49	27.65	3.99	2.34	S
3.	Health status	70.48	8.81	72.12	7.25	1.67	NS

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

It is inferred from the above table that there is no significant difference between rural and urban high school students in their Physical health and Health status, but there is significant difference between rural and urban high school students in their Mental health.

While comparing the mean scores of rural and urban high school students the urban students (mean = 72.12) have more Mental health than the rural school students (mean = 70.48)

Null Hypothesis 4

There is no significant difference between hostel and day scholar students in their physical health, mental health and health status.

**Table 4 Difference between Hostel and Day Scholar Students in their
Health Status and its Dimensions**

S. No.	Dimensions of Health status	Hostellers (N=7)		Day scholars (N=263)		Calculated value of 't'	Remarks at 5% level
		Mean	S.D	Mean	S.D		
1.	Physical health	41.86	4.02	44.29	5.55	1.56	NS
2.	Mental health	26.00	3.27	26.99	4.34	0.78	NS
3.	Health status	67.86	5.01	71.28	8.25	1.74	NS

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

It is inferred from the above table that there is no significant difference between hostel and day scholar high school students in their Physical health, mental health and Health status.

Conclusion of the Study

The English medium students are better in physical health, mental health and health status than Tamil medium students. This may be due to the fact that English medium students are from a proper and conducive environment. Their parents provide them with healthy food to maintain their health and be friendly with them in the entire situation.

The urban students are better in mental health than rural students. This may be due to the fact that urban students' parents confront their children with excessively high ideals, without keeping in mind the fact of individual differences.

The male students are better than female students in their self-esteem. This may be due to the fact that male students have more opportunities and exposure than female students in exposing their talents. Female students feel shy to express their views or opinions to others frankly.

The boys are better than girls and co-education school students in their self-esteem. This may be due to the fact that boys are better in learning the situations. Further, they are participating in all the curricular, co-curricular and extra-curricular activities. Boys are very efficient to handle many activities at a particular time.

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DEVELOPING PERSONAL AND PROFESSIONAL SKILLS OF TEACHERS IN MODERN ERA

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Abstract

This paper highlights the skills required for successful, lifelong personal and professional development and the importance of the skills that can assist in the acquisition of professional development. The environments in which teachers work, and the demands placed upon them by society are increasingly complex. Teachers strive to equip learners with a wide range of skills that they will require to take their place in a constant evolutionary world. This hastens the need for the development of more competence-centered approaches for teaching, while stressing greater emphasis on learning outcomes.

Introduction
Teaching profession is a "knowledge profession"

The present day teacher needs systematic training to be effective. He is increasingly expected to be a kind of omnibus person at a time when all other professions are becoming more specialized in their operation. For example, some professions like those of lawyers, doctors and engineers have a distinct and limited role while a teacher is expected to do indulge in a number of diverse activities as part of his/her profession. A teacher is concerned not only with the intellectual development. Thus, a teacher's task has become a challenging one. To be a good teacher, an individual should have a number of qualities of heart and head.

An ideal teacher should have the character of a 'Sanyasi', the knowledge and skills of an expert and the ability to apply them with the sensitivity and feeling of an artist.All these show that a teacher, to be effective, should develop several personal qualities and professional competencies.

Personal Qualities
A teacher requires a number of personal as well as professional qualities

Everyone expects a teacher to have a sound value system. If a teacher is lazy and lacks enthusiasm and the will to do hard-work he cannot be expected to inculcate these values in pupils. Pupils are keen observers. They are intelligent enough to observe discrepancies between what a teacher preaches and how he actually behaves. If he is dishonest and avoids his duties, he has no right to advise his pupils to be honest and sincere. Values like

- honesty
- truthfulness
- loyalty
- punctuality
- cleanliness
- dedication
- affection

etc. are imbibed, often through observation of others' behaviours rather than taught. This means that a teacher has to stand as a model for his pupil so as to provide a lasting and inspiring example if ever they are to have in them these qualities of personality and character.

Affection, as you know, is one of the basic traits that a teacher needs to have. We do not expect every teacher to be as knowledgeable as Einstein nor do we expect him or her the dedication that we find in Florence nightingale. However, every one of us expects a certain amount of affection in every teacher. In fact, there is no human being on earth who does not crave affection from those around, especially from parents and teachers.

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Affection

Just as a mother pours forth her affection on her child, a teacher should show love and concern for his pupils. In the absence of affection we as teacher cannot make our pupils feel wanted and accepted. If they feel that they are unwanted and not accepted fully their minds would be clouded with sad thoughts which will prompt them to be indifferent to activities going on in the classroom.

Empathy

Empathy is another great virtue that you as a teacher will need to possess. This quality will enable you to feel concerned with your pupils' problems and the efforts they make to cope with them. This quality, would enable you to understand your pupils better both emotionally as well as intellectually. To see the world through a student's eye, you need lot of emotional flexibility. Empathy will enable you to be judicious, impartial and objective. It will engender in you the requisite understanding to avoid stereotyping and prejudices and treat all pupils with equanimity irrespective of the background from which they come. In addition, empathy will create in you a better awareness of the functioning of a student's mind in turn would permit you to avoid the use of words that insult and actions that hurt.

Concern and Commitment

Genuine concern and commitment to the tasks are other two qualities that we expect in teachers generally. You should be as dedicated and concerned about the development of your pupils as their parents generally are and then try to do all within your ability to see that they are given an opportunity for their growth and development. You should remember that improvement seldom occurs spontaneously. More often it is attained through deliberate effort. To reach a student's mild, you must capture his heart. Only when a student's feels right, he can think right. Therefore, if you want to improve your relations with children, you need to unlearn your habitual language of rejection and acquire a new language of acceptance. The way you talk to a child reveals how you feel about him/her. If made without thinking, your statements can affect his self-esteem and self-worth. If you are genuinely dedicated and concerned with the growth of your pupil, you will try to eradicate the inconsistencies in your talk that tells a child to distrust his perception, prevents him to discuss his feelings and creates doubt in him. In so far possible, you should avoid blaming and shaming, ordering and bossing, and ridiculing and belittling your pupils.

Humour

An element of humour is a good trait in a teacher. When we combine elements in a way that is different, unexpected and incongruous, we wind up with humour. You, as a teacher should develop the ability to play spontaneously with ideas, concepts and relationships. Similarly, you should have the ability to juggle elements into impossible juxtapositions and express the ridiculous. All these can bring in an atmosphere of humour in the classroom. A joke here or a witty utterance there can make your pupils feel happy and dispel the monotony. It can arouse laughter or a smile on their lips, which could make their mind lighter. Humour, thus, can turn out to be a good tool in the hands of an enlightened teacher. With it, he can make a classroom come alive and create a relaxed atmosphere in it. However, care should be taken to see that humour in not at the expense of any individual student. Don't hurt children inadvertently avoid sarcasm?

Professional Development

"The professional development of teachers is a broad area which includes any activity or process intent on improving dexterity, attitudes, understanding or involvement in current or future roles"
Professional development therefore covers a wide range of learning situation:

- Private study and reading
- Attending conferences and seminars
- Preparing papers and presentations
- Committee work
- Collaborative work with colleagues
- Conversation and discussions with others
- Courses and distance learning

- Researching the solution to problems
- Working with others outside the organization

To these we might add the learning and development that take place when we are transferred to new situations, or when we take on new responsibilities within our existing job functions. Professional development also includes the full range of intellectual discipline, from conceptual understanding to the practical application of knowledge.

Effective Approaches for Developing Professional Skills

Professional development skills are defined as the ability as well as fluency of the learner without external direction to:

- Audit and assess what they already know and can do
- Work out, at a level of detail that will differ from individual to individual, a career and a learning development plan
- Integrate, into their learning, acknowledgement of their need for continuing personal development in the private as well as the professional realms
- Understand the qualities of different kinds of knowing, of understanding, and of skills and competences and understand how the different kinds knowledge inter-relate and reinforce each other
- Reflect upon their knowledge, establishing links between different kinds of knowledge, and formulating relevant theoretical constructs to explain it
- Conduct research into elements of professional knowledge, practice and competence that lie within the context of their work, in pursuit of solutions to 'problems of the day', personal professional development, and (more generally) the development of their profession

  The above is a list of 'performance criteria' by which we might assess our professional development skills. However, what is missing from the list is the route by which we might achieve these objectives. It is suggested that a five step approach is used:

STEP1-Indentifying Ourselves

This is the starting point for our individual professional development plan and should contain the ingredients from the table below:

- Working life   List strengths and successes
  Identify expertise that has not been exploited
- Values, attitudes   Review the opinion of others
  Evaluate your own views and opinions
- Learning skills   Identify types of learning preferred

STEP2-Define the strategy

Our professional development needs to be correctly focused for maximum impact so that it meets both our individual development needs and those of the organization for which we work.

- Linked to both organizational and individual needs
- Focused on on-the-job development and skills development in addition to knowledge based training
- Evaluated with both pre-and post-course assessment
- About 'learning' as opposed to 'training'
- Transferred to action and change in the workplace
- Flexible in application including open, distance and self-development

STEP3-Develop an Action plan

Putting the strategy into action can be the biggest challenge. An effective action plan has four key ingredients:

- A clear statement of the goal to be achieved
- The actions required to achieve the goal
- The target timescale for achieving the goal
- Criteria to assess when we have reached our goal

STEP4-Learning Styles

There are many ways to categorize learning styles, but the simplest places learners into one or more of three categories:

- Visual – those who learn best through their eyes and what they see and read. The ideal learning approaches in this case will involve studying magazines, books and learning online.
- Auditory – those who learn best by hearing things, either on tape or in discussion. Dialogue and discussion is important to their learning process. The ideal learning environment is the classroom, but discussions with colleagues and audio tapes can also be useful.
- Kinesthetic/Tactile – those who learn best by 'doing', such as tasking their own notes or participating in demonstrations and hands-on projects. Ideal structure: magazine and online learning ;classroom that encourages participation

STEP5-Evaluation and Reflection

A good professional development relies strongly on self-analysis and appraisal to develop our personal profile and to analyze our preferred learning styles. This is not necessarily easy for a number of reasons. First, it can be hard to understand ourselves and 'see ourselves as others see us'. Second reflecting on skills and competences is not something that teachers are effectively trained to do. Third, as the pace of life continues to increase, it is not easy to find time for self-analysis and reflection.

Mentoring is one way of overcoming these problems. A mentor is someone who can advise and guide you in your career. He or she has a number of roles- as an appraiser, a supporter, a communicator and a motivator. The relationship therefore is different from that between a superior and his/her subordinate, and it is unlikely that a manager can carry out these functions. A good mentor has coaching skills, is trustworthy, respected and is free from major distractions either within or outside the workplace.

Conclusion

In short we could say that to be a teacher, an individual has to develop several personal qualities as well as professional competencies. All these, we cannot expect a person to develop automatically. In fact, he/she needs to be trained so that he develops the required awareness, knowledge, skills and attitudes to be effective as a teacher. The profession of teaching reflects a high degree of academic excellence, repertoire of teaching skills and practical wisdom on the one hand and a well-integrated value system on the other, both being oriented towards altruistic service. The personal development of a teacher is the core of professionalization and forms the base for professional ethics.

The concept of professional ethics for a teacher can be summed up in the words of Rabindranath Tagore "In our ideal life we must touch all men and all times through the manifestation of a truth which is eternal and universal".

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EFFECT OF PSYCHOLOGICAL SELF – CONFIDENCE AND ACADEMIC ACHIEVEMENT IN MATHEMATICS OF XII STANDARD STUDENTS   IN CHENNAI SCHOOLS

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Introduction

Education is a vital aspect for the economic and social development of the country. Education refers to the process by which the society with its different institutions deliberately transmits its cultural heritage from one generation to another. Education is viewed as a product of experience, which helps for the manifestation of the personality of an individual. Education is indispensable for the well being and survival of mankind. It is a means of meeting the lifelong needs of the people. The main functions of the present educational system is towards promotion of quality and excellence in order to meet the challenges of Science and Technology providing opportunities for vocational education and the development of human resources potential to its fullest extent. Education communication (1964 – 66) states that the science education must be an integral part of school curriculum and ultimately some scientific knowledge should be included in all courses in the humanities and social sciences also. The quantity of Science teaching is to be developed considerably so as to achieve its objectives and purpose Science strengthens commitment of man to enhance for inquiry and search for truth as his highest duty and obligations. By this emphasis on reason and free enquiry, it helps to lesson ideological tension. It is commonly felt that a child's education cannot be complete unless he has some knowledge of Science irrespective of the field of study he wishes to pursue in his later life. Today the great advancement in Science have recorded him/her absolutely necessary information and emphasized that fundamental knowledge of Science should be the "SINE QUA NON" of any person who has educated and who wished to lead a life which combined in itself something of Scientific aspect of existence (Marion, Ediger and Bhaskara Rao, 1996)

Objectives of Teaching Maths

The knowledge gained about the universe in Mathematics and Science and this knowledge is so vast that the human mind cannot comprehend it completely. Hence Science has different divisions as mathematics, physics, biology etc. Among these divisions "maths" has a greater importance since a number applied in our day to day life. Hence maths becomes a vital aspect in all levels of higher education.

By the Study of Maths

1. The pupils develop scientific attitude towards mathematics phenomena.
2. The pupils develop the skill of inquiry observation accepting the facts based on repeated and relevant studies.
3. The pupils acquire knowledge and understand the maths formula, facts, concepts, principles and process.
4. The pupils apply knowledge and understanding of maths in unfamiliar situations.
5. The pupils develop skills to development of theory and concept of scientific technology.
6. The pupils appreciate the maths phenomena in nature and the role of maths in human welfare.
7. The pupils develop interest in the living world.
    Concept building is an essential goal in teaching mathematical science. In order to make scientific concepts more meaningful, suitable communication media are needed.

Internal factors

1. Physical – sensory equipment glandular balance, health status, stage of maturity level etc.
2. Intellectual – general intelligence, specific talents deficiencies etc.
3. Educational – Background work habits etc

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4. External factors: School environment – Educational Programs, teachers method of teaching, playmates equipments etc.
5. Extra school – Environment, home, community, church, temple, recreational facilities leisure time activities etc.

Cultivation of Study Habit

Study Habit cannot be acquired overnight. It requires a long process of cultivation. It is especially so because to quote William Armstrong in 1956, "Study is above everything else, hard work. It has always been hard works and there not indications at present which kind that Science is going to accomplish a vitamin capsule method of learning that will eliminate study. Study is the total of all the habits, determined purposes and enforced practices that an individual uses in order to learn".

Objectives of the Investigation

The main objectives of the investigation are, find out whether there is any relationship between study habit and academic achievement in maths and whether there is any relationship between study habit and subjective average marks and there is any relationship between subject average marks and academic achievement in maths and the significant difference in Academic Achievement among various community and religion group. And there is any significant difference in study habit among various communities and religious group and there is any significant difference in subject average marks among various community and religion group.

Signification of the Problem

Many studies indicate that study is an important variable influencing Academic Achievement of students. Academic Achievement may be enhancing by increasing high Study Habit. The present study going importance due to its aim of studying in Mathematics The efforts of teachers to pull the standards of pupils up, there is contrary to their great expectations, a download trend in the level of the achievement of the learners. This is no doubt, a nerve shattering experience to teachers, yet they avoid frustration by developing deep into the matter and discovering the real cause for backwardness. Most probably the root cause for deterioration of standard will prove to be an almost universal absence of proper Study Habit among school goers. Our next problem is to find out ways and means of inculcating studiousness in a slow learner. Pupils must have an inclination to Study Habit a natural propensity to gather knowledge from books. Punishments and rewards may produce some transitory effects, but they will not provide a real motivation for learning, nor can they aid the blossoming of creativity in pupils. The limited acquisition of knowledge that most teachers can boost of makes an unfavorable impression on the juvenile minds. Teachers should be expanding their knowledge by reading more books in order to be inspiring models of their pupils.

Purpose of this Study

Educational psychology insists that education should be made more meaningful, purposeful, utilitarian and pragmatic. **Stephen Moorey**, a leader in the field of active research states," He emphasizes the need for continuous examination of the soundness of the prevalent practices in the field of education, furthermore he insist that we should venture on new and better practices courageous and test their worth systematically in order to meet the needs and demands of modern life." The purpose of our study is not far from Stephens views, because it intends to suggest better practices to improve the study habit of our pupils in order to that they may not be deprived of the full benefits that may acquire from the knowledge explosion that pervades the electronic age. "Cultivation of proper habits makes learning a pleasant experience and a thrilling adventure inside and outside the school; on the contrary a system that does not pay sedulous attention to fostering such habits will certainly pose a great threat not only to teacher but to parents and student's as well".The investigator feels that promotion of proper study habit alone can arrest the growing deterioration of the standard of our pupils.This sort of research is to make the students to think whether the study habit is related with Academic Achievement.If students realize that their high Academic Achievement is only due their study habit it gives them more satisfaction. Therefore by means of raising regular study habit among the pupils, they can score more in any subject.The purpose of this study is to make the pupil understand whether study habit is the real key to

prosperity or not.When the student reaches the desired goal, (High Achievement) he gets immediate reinforcement or encouragement. In other words, he is further motivated to act.

Research Design

This study is based on Exposit-Facto Research design **Kerlinger(1973)** defines, "Exports Facts research as a systematic empirical study ensuring in which the selection does not have direct control of independence variable because they are in fervently not manipulated. Inferences about relations among variables are made without direct invention from the independent and dependent variable. Exposit – facto means "After the fact" or retrospectively and refers to those studies which investigate possible cause and effect relationship by observing on existing condition and searching back in time for possible casual factors.

The study is done to know the relationship between the Study Habits and Academic Achievement in chemistry and subject average marks of XII standard students studying in government aided School in Chennai East region. So formally defining the research design,

The research is to know the relationship between the Study Habits, Subject Average Marks and Academic Achievement in Mathematics.
1. The subject would be the student of government aided school XII standard girls at Chennai East region.
2. The data would be analyzed using standard statistical techniques.

Sampling Design

Sampling is defined by Cornell as the process for which a relatively small numbers of individual's objectives or event is selected or analyzed in order to find out something about the entire population or universe. The following three major aspects came up for consideration
i. Size of the sample
ii. Techniques of sampling and
iii. Factors represent in the sample.

Size of the sample

The criteria for the selection of the size of the sample is that the size should not be large enough to be unwieldy, nor small enough to loss the representative character of the population from which the sample is drawn. The investigation limited of the size of the sample study for the study of 300 girls studying in standard XII. Technique of sampling-The 300 girls were taken as the sample of the study. Pupils are selected irrespective of their religious and community. The study were carried out on 300 students (only girls)

Composition of Sample: The details of the sample are showing the students from the school.

Table shows that the students drawn from the school

Name of the School	No of girls
Government Girls Hr Sec School	300

Table B: It shows the composition of sample Religious wise

S. No.	Categories	No of Girls
1	Hindu	227
2	Muslim	20
3	Christian	53
	Total	**300**

Community wise

S. No.	Categories	No of Girls
1	OC	25
2	BC	143
3	MBC	87
4	SC/ST	45
	Total	**300**

Reliability and validity of the tools used

Reliability: The Reliability of a test may be defined as the degree of consistency with which the test measures what it does measure. A test score is called reliable when we have reasons for believing it to be stable and trust worthy. Three tools were used in this study. These are given below:

Study habit inventory: In this investigation **Kanchana's (1986**) scale is used. It is the most popular scale for study skills. The study skill questionnaire formulated by Kanchana has 52 items on the aspect of study skills. It measures

a. Organization of time
b. Goal setting
c. Ability to concentrate
d. Learning methods
e. Obstacles of effective study

It has been formulated in both English and Tamil versions. Reliability and validity have been established.

Description of the Study Habit inventory there are 52 items in the questionnaire. First it is the multiple choice one. All of them are in the form of statement. The student will have to respond as 'Yes' or 'No'. They are categorized as follows

1. Study method   01 to 32 items
2. In the class room   33 to 36 items
3. Home work   37 to 39 items
4. Regarding examination   40 to 47 items
5. Obstacles to effective study   48 to 52 items

Analysis of Data

The study was conducted on students XII standard in Chennai south East Region. This Study Habit Inventory and Academic Achievement test were administered to all the 300 students. The aim of the study is to find out the relationship between Study Habit and Academic Achievement of XII standard students in Mathematics.

Hypothesis – 1 There is no significant relationship between Subject Average Marks and Academic Achievement in Mathematics.

Hypothesis – 1 There is no significant relationship between Subject Average Marks and Study Habit

Table 2 Relationship between Subject Average Marks and Study Habit Relationship between the Subject Average Marks in Academic Achievement

Variable	N	r	ρ
Subject Average Marks	300	0.155	0.033
Study Habit	300		

From the table – 2 we see that there is significant positive relationship between Subject Average Marks and Study Habit. Therefore hypothesis 2 is rejected.

Hypothesis – 3 There is no significant relationship between a Study Habit and Academic Achievement in Maths.

Table 3 Relationship between Study Habit and Academic Achievement in Maths

Variable	N	r	ρ
Study Habit	300	0.175	0.016
Academic Achievement in Maths	300		

From the table – 3, it reveals that there is significant positive relationship between Study Habit and Academic Achievement in Maths. Therefore hypothesis 3 is rejected.

Table 4 shows the mean, standard deviation of students group based on religion wise (Hindu, Muslim, and Christian).

Variables		N	Mean	Standard Deviation
Marks	**h**	227	45.41	16.244
	m	20	55.64	21.876
	c	53	44.53	19.325
	Total	300	45.76	16.870
Academic Achievement in Maths	h	227	57.68	17.305
	m	20	56.45	18.567
	c	53	55.14	17.89
	Total	300	48.23	16.23
Study habits	h	227	39.76	7.890
	m	20	36.87	8.967
	c	53	34.42	7.543
	Total	**300**	**36.87**	**7.435**

Table 5 It shows the student group as religious wise (Hindu, Muslim and Christian) Analysis of variance

Variables		Sum of Squares	df	Mean Square	F	Sig
Subject Average Marks	Between Religion Group	1937.876	2	969.935	3.986	0.0226
	Within Religion Group	56784.342	227	249.256		
	Total	**58722218**	**229**			
Academic Achievement In Maths	Between Religion Group	2376.410	2	278.907	4.765	
	Within Religion Group	62865.987	227	272.564		
	Total	**65242.397**	**229**			
Study Habits	Between Religion Group	50.54	2		0.416	NS
	Within Religion Group	15647.876	227	64.231		
	Total	**15698.416**	**229**			

Note: NS = Not Significant.

Table 6 It shows that the mean, standard deviation of student group as community wise (OC, BC, MBC, SC/ST) analysis of Variance

Variables		N	Mean	Standard Deviation
Subject Average Marks	OC	25	46.00	16.879
	BC	143	45.89	15.744
	MBC	87	42.87	17.902
	SC/ST	45	39.43	15.765
	Total	**300**	**44.23**	**15.987**
Academic Achievement In Maths	OC	25	42.12	17.865
	BC	143	48.76	16.894
	MBC	87	46.50	17.342
	SC/ST	45	42.56	12.560
	Total	**300**	**46.87**	**17.76**
Study Habits	OC	25	47.16	6.879
	BC	143	35.50	8.900
	MBC	87	37.45	7.045
	SC/ST	45	38.65	6.980
	Total	**300**	**39.11**	**7.431**

The table shows that there is no significant difference between various community groups of girls on Academic Achievement in Maths. Hence the Hypotheses are accepted. There is no significant difference between various community groups of girls in Study Habit. 't' test were not worked.

There is a positive relationship between Subject Average Marks and Academic Achievement in Maths. There is a positive relationship between Subject Average Marks and Study Habit. Relationship study of Academic Achievement in Maths and Study Habit. There is a positive relationship between Academic Achievement in Maths and Subject Habit of various religious groups of students in Subject Average Marks.

The result indicated significant difference between Hindu and Muslim girls. It is found that Muslim girls are better in Subject Average Marks than Hindu students. That can be understood from their comparative mean score in Subject Average Marks. The result indicates no significant difference between Christian and Muslims girls Subject Average Marks. It is found that Muslim and Christian girls are equal in Subject Average Marks. That can be understood from their comparative mean score in Subject Average Marks. The result indicates no significant difference between Christian and Hindu girls in Subject Average Marks. It is found that Hindu and Christian girls are equally better in Subject Average Marks that can be understood from their comparative mean score in Subject Average Marks.

Summary and Conclusion

In the light of the above findings the following useful recommendations and suggested to improve the study habit which form the basis of learning.1. One of the important finding of the study is that Muslim girls scored more than Hindu and Christian girls in the subject average marks and academic achievement in mathematics. Individual attentions may be paid to the Hindu and Christian girls. Extra classes may be organizing for them. The parents may be approached with concentrate program to improve the academic achievement of their wards.2. The school library and laboratory should be well equipped with scientific journals and apparatus to improve the reading and practical skills of students.3. The school should set up a mathematical club which will help to create interest to the students.4. The maths teacher may arrange a quiz contest among the students to improve the knowledge of the students. Co-ordination with teachers, their active participation and their constant encouragement are need for better results.

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A STUDY ON THE PARENTAL INVOLVEMENT ON THE ACADEMICS OF UPPER PRIMARY STUDENTS

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Abstract

The present study has been conducted among 236 Upper Primary School students and in their parents in Chennai to study their parental involvement. The researcher used a self-constructed tool for this research. The data collected was analyzed and interpreted to draw inferences using appropriate statistical methods like mean, standard deviation and t-test and F-test. There is a significant difference between the students whose parents are illiterate and literate with respect to parental involvement. However there is no significant difference in the parental involvement with respect to gender, locality, type of family, medium of instruction, occupation and parents income. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house and providing coaching services for improving their learning in different subjects. This research finds the parental involvement is in sufficient. The parents have to show more interest and involvement the studies of the children.

Introduction

Parental involvement may be different from culture to culture and society to society. Parental involvement may have different types, which might have differential influence on academic performance of their children. Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house, and providing coaching services for improving their learning in different subjects. The role of parental involvement in children's education has become a central issue in educational policy and research. Research findings support the existence of a positive relationship between parental involvement and educational success, especially in the secondary school years. However, current knowledge regarding the nature and magnitude of the effects of parental involvement in secondary education is inconsistent and limited in scope. Most of the existing research has investigated parental involvement in the primary and middle grades. Less is known about successful parental involvement in secondary school. The current project seeks to expand knowledge of the different parental practices in secondary education, as well as their effects on the academic success of secondary school students.

Parents play a crucial role in both the home and school environments. In general, parental involvement is associated with children's higher achievements in language and mathematics, enrolment in more challenging programs, greater academic persistence, better behavior, better social skills and adaptation to school, better attendance and lower drop-out rates.

There are many reasons for developing school, family and community partnerships. They can improve school programs and school climate, provide family services and support and increase parent's skills and leadership, and connect families with others in the school and in the community and help teachers with their work. However, the main reason to create such partnerships is to help youngsters succeed in school and in later life.

Six Types of Involvement
1. **Parenting** (helping families with childrearing and parenting skills)
2. **Communicating** (developing effective home-school communication)
3. **Volunteering** (creating ways that families can become involved in activities at the school)
4. **Learning at home** (supporting learning activities in the home that reinforce school curricula)
5. **Decision-making** (including families as decision-makers through school-sites councils, committees)
6. **Collaborating with the community** (matching community services with family needs and serving the community)

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Objectives of the Study
1. To find out whether there is any significant difference between gender, locality, type of family, medium of instruction, parents' qualification with respect to parental involvement.
2. To find out whether there is any significant difference among type of management, occupation and parents' income with respect to parental involvement.

Hypotheses of the Study
1. There is no significant difference between gender, locality, type of family, medium of instruction, and parents' qualification with respect to parental involvement.
2. There is no significant difference among type of management, occupation and parents' income with respect to parental involvement.

Review of Related Literature
Elizabeth (2009) analysed the family structure and the academic achievement of 549 African American students attending rural and urban high schools in North Carolina. The results demonstrated that the female students attending both the rural and urban high schools had significant higher academic achievement levels than the male students. Results also indicated that rural students performed better than urban students.

Bahago (2011) investigated the influence of achievement motivation and demographic characteristics on academic performance of nomadic Fulani girls in Adamawa state. The data were collected from a sample of 300 girls selected from nomadic primary schools by administering achievement motivation rating scale and nomadic girls" achievement test. The results indicated that academic achievement of the girls was influenced by parental education levels. The findings revealed the relevance of parental education in academic achievement of the girls.

Sunitha (2005) studied academic learning environment of students from aided and unaided co-educational high schools. The sample of 240 students was selected from the schools of Dharwad city in India. Data were collected from administering home learning environment scale developed by the researcher and academic achievement was taken as average percentage marks of the previous year and two semesters of the current year of the students. The results revealed no significant different in academic achievement of boys and girls. Parental education was also found to have significant and positive relationship with academic achievements of the students.

Chaturvedi (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The respondents of the study were 300 students in the age range of 12-15 years of Bhopal. Percentages of marks obtained by the students in last three years were used as measures of academic achievement. The results indicated significant gender difference in academic achievement, the girls scored higher than boys significantly.

Umunadi (2009) explored the relationship between the male and female students' academic achievement in the subject of television on a sample 731 students from urban and rural technical colleges in Delta State of Nigeria. The results of board examinations revealed that males performed better than their female counterparts. It was also revealed that urban students performed better than their rural counterparts.

Methodology
Survey method has been used for this study.

Sampling Technique and Sample Size
Random sampling technique has been used for this study and the sample size was 236. Data has been collected from 236 Upper primary school students and their parents in Chennai.

Tool Used for the Study
The researcher used a self-constructed tool for this research. The tool consisted of 70 statements for students and 40 statements for parents. Each statement was followed by four columns with response categories, Always, Often, Sometimes and Never. Provision was made to collect personal details like

Parents' qualification, Parents' Income, Occupation, Gender, Locality, Medium of instruction and Type of Family.

Reliability

A tool is reliable if it is consistent in measuring what it is designed to measure. Reliability refers to the consistency or stability of a test. Test is a reliable to the extent it measures consistently. The reliability of the test is usually expressed as survey method. Reliability coefficient was found to be 0.85 for students.

The reliability of the test is usually expressed as survey method. Reliability coefficient was found to be 0.82 for parents.

Validity

Validity of a tool measures its truthfulness. A tool is valid when it measures what it intends to measure. The present study made use for the content validity.

The validity of the tool was found by taking square root of reliability and it worked out to be 0.92 which shows it is highly valid.The validity of the tool was found by taking square root of reliability and it worked out to be 0.89 for parents.

Descriptive Statistics

Mean and S.D of sub samples on the study of parental involvement on the student academics.

Subsamples		N	Mean	S.D
Gender	Male	100	176.90	15.676
	Female	136	176.88	16.368
Type of the School	Aided	160	177.08	16.207
	Government	49	177.53	16.119
	private	27	174.63	15.313
Locality of the School	Rural	44	176.98	15.245
	Urban	192	176.87	16.261
Type of the Family	Nuclear	214	176.73	15.630
	Joint	22	178.41	20.004
Medium	Tamil	21	178.90	15.411
	English	215	176.69	16.127

Subsamples		N	Mean	S.D
Parents	Father	117	93.86	10.228
	Mother	119	93.82	9.534
Occupation	Government	79	95.05	10.408
	Private	74	92.76	10.368
	Coolie	83	93.66	8.806
Qualification	Literate	86	95.93	10.076
	Illiterate	150	92.65	9.569
Income	0-10000	77	92.05	9.511
	10000-20000	74	93.34	9.744
	20000-30000	1	89.00	1.414
	30000-40000	30	95.47	10.129
	Above 40,000	54	96.84	9.863

Analysis and Interpretation

Table 1 t-test – Difference in the parental involvement of Upper primary students

Variables	Category	N	Mean	S.D	t-value	p-value	Significant at .05 Level
Gender	Boys	100	176.90	15.676	0.008	0.993	NS
	Girls	136	176.88	16.368			
Locality	Rural	44	176.98	15.245	0.040	0.968	NS
	Urban	192	176.87	16.261			
Type of family	Nuclear	214	176.73	15.630	0.466	0.642	NS
	Joint	22	178.41	20.004			

Medium of Instruction	Tamil	21	178.90	15.411	0.602	0.548	NS
	English	215	176.69	16.127			
Parents' Qualification	Literate	86	95.93	10.076	2.488	0.014	S
	Illiterate	150	92.65	9.569			
Parental Involvement	Father	117	93.86	10.228	0.031	0.975	NS
	Mother	119	93.82	9.534			

1. Since p value is greater than 0.05, the null hypothesis is accepted and there is no significant difference in the boys and girls with respect to parental involvement.
2. Since p value is greater than 0.05, the null hypothesis is accepted and there is no significant difference in the urban and rural school students with respect to parental involvement.
3. Since p value is greater than 0.05, the null hypothesis is accepted and there is no significant difference in the nuclear and joint family students with respect to parental involvement.
4. Since p value is less than 0.05, the null hypothesis is rejected and there is significant difference in the students whose parents are literate and illiterate with respect to parental involvement.
5. Since p value is greater than 0.05, the null hypothesis is accepted and there is no significant difference in the father and mother with respect to parental involvement.

Table 2 F-test – Difference in the parental involvement of Upper primary students

Variable	Category		Sum of Squares	df	Mean	F-value	p-value
Parental Involvement	Type of the school	Between groups	163.535	2	81.768	0.316	0.730
		Within group	60333.600	233	258.942		
		Total	**60497.136**	**235**			
	Occupation	Between groups	205.226	2	102.613	1.055	0.350
		Within group	22655.973	233	97.236		
		Total	**22861.199**	**235**			
	Parents' Income	Between groups	723.389	2	180.847	1.887	0.114
		Within group	22137.810	231	95.835		
		Total	**22861.199**	**235**			

1. From the above table, the p-value found to be 0.730. Which is greater than 0.05 level. Hence the null hypothesis is accepted and it is concluded that there is no significant difference among Aided, Government and Private school students with respect to parental involvement.
2. From the above table, the P-Value found to be 0.350. Which is greater than 0.05 level. Hence the null hypothesis is accepted and it is concluded that there is no significant difference among the students whose parents are Government, Private and Coolie with respect to parental involvement.
3. From the above table, the P-Value found to be 0.123. Which is greater than 0.05 level. Hence the null hypothesis is accepted and it is concluded that there is no significant difference among the students whose parents draw income in 1st, 2nd, 3rd, 4th and 5th categories with respect to parental involvement.

Findings

There is a significant difference between the students whose parents are illiterate and literate with respect to parental involvement.

How ever there is no significant difference in the parental involvement with respect to gender, locality, type of family, medium of instruction, occupation and parents income.

Educational Implications of the Study
1. The parents should find out their children's hidden potentialities and activate them.

2. Parents should maintain a good relationship with the teachers to know their children's behavior, performance, interest etc.
3. Parents should motivate their children by giving rewards.
4. PTA meetings should be conducted at least once in a month.
5. Seminars, workshops and periodical trainings should be organized for parents.
6. Parents should be given awareness on better family environments.
7. Family tour should be organized periodically.

Conclusion

Parental expectations have a greater impact on student's educational outcomes. Parental involvement may include activities like helping children in reading, encouraging them to do their homework independently, monitoring their activities inside the house and outside the four walls of their house and providing coaching services for improving their learning in different subjects. This research finds the parental involvement is in sufficient. The parents have to show more interest and involvement the studies of the children.

The illiterate parents should be given awareness program related to their children's progress in studies. Then they will show much parental concern towards their child's education.

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RELATIONSHIP BETWEEN EMOTIONAL INTELIGENCE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN MADURAI DISTRICT

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Abstract

Emotions influence us profoundly in many ways. People who have control over their emotions can manage and deal effectively with other people whereas those who cannot control their emotions fight inner battles that sabotage their ability to focus on work and think clearly. The person who has Emotional Intelligence looks like fresh or acquire a desired attitude for the proper utilization of emotional feelings. This study is aimed at Emotional Intelligence of higher secondary students with their Academic achievement in relation to gender, medium of instruction, type of family, family income, type of school, subject of their study and nativity.

Introduction
"If you are thinking a year ahead, plant a seed
If you are thinking 10 years ahead, plant a tree
If you are thinking 100 years ahead, educate the people."

Chinese Proverb

Education means the modification of behavior. "Education is an active process, which transforms the behaviour of a person from instructive behavior to human behaviour'. Education involves both learning and teaching. Higher secondary education occupies a very prominent place in our education latter. It provides the link between the secondary and higher secondary education. It promotes equality and inter-national co-operation.

The term 'Adolescence' comes from the latin word adolescence meaning to 'grow' or 'to grow to maturity'. It includes mental, emotional and social maturity as well as physical maturity. S.K Mangal (1976) states, 'A child is described as an adolescents when he has become sexual mature to the point, where he is able to reproduce his kind. He ceases to be an adolescent when he has acquired maturity to play the role of adult in his society and culture'.

The Kothari Commission (1964-66) had emphazied that the present system suffered from certain defects and short comings. Some of them may be Accent on professionalism at too early an age, Variation of standards curricula from one state to another, etc., Intelligence is generally defined as the ability to learn, to deal with abstractions, to adapt to new situations, or the ability or power to make appropriate responses to certain stimuli ina given situation

Emotional Intelligence

Emotional intelligence, like general intelligence, is the product of one's heredity and his interaction with his environment. The term emotional intelligence was introduced in1990 by two American university Dr. John Mayer and Dr.Peter Salovey in their attempt to develop a scientific measure for knowing the difference in people's ability in the areas of emotions

Robert A. Baron (2003) defines Emotional Intelligence as "a cluster of traits or abilities relating to the emotional side of life- abilities such as recognizing and managing one's own emotions, being able to motivate oneself and restrain one's impulses, recognizing and managing other's emotions, ad handling interpersonal relationship in an effective manner. Major components of Emotional I telligence are Knowing our own emotions (Self- awareness), Managing our emotions (self- regulation), Motivating ourselves(motivation), Recognizing the emotions of others (Empathy) and Handling relationships (Social skills).

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Academic Achievement

On the basis of Academic achievement, the appropriateness of the methods of imparting knowledge ma be judged. In the present importance and schools place great emphasis on it. Progress in future to a great extent depends upon the Academic achievement of the students. Researchers in the area of academic achievement have revealed certain other correlates like self-concept, adjustment, interest, aptitude and also the influence of the psycho-social environment. As achievement represents the totality of gains got in te school, it is also related to curriculum, instructional objectives, effective communication factors and content factors.

Need and importance of the study

Emotional intelligence is an asset, particularly in today's age and it is hailed as paramount. It is the mental ability we are born with, which gives us our emotional sensitivity and our potential for emotional learning management skills, which can help us, maximizes our long term health, happiness and survival. It builds up the ability for solving the problems and pressure of life.

Becoming emotionally literate is learning the alphabet, grammar and vocabulary of one's emotional life. Emotional literacy is important for human beings to grow, evolve and face the challenges of life. It supports families and permits them to grow as individuals while sustaining a closely bonded relationship. It is basic to joy and enthusiasm for life and fundamental to one's ability to love others.

Student teachers have to perform multiroles in their professional life. To perform well and be successful in one's professional a d personal life apparently requires the ability to make emotionally intelligent decisions. Today's prospective teachers are tomorrow's teachers. Teachers have to deals with students other teachers, head masters and parents. Only if the teachers possess high Emotional intelligence he can deal successfully with others. It is better to have high EQ, in order to valued as a productive member of society.

Statement of the problem

The problem selected for the present study is entitled as "**Relationship between Emotional Intelligence and Academic achievement of Higher Secondary students in Madurai District**".

Objectives of the study

1. To find out whether there is any significant difference between rural and urban areas in their Emotional intelligence.
2. To find out whether there is any significant difference among students of Government, Aided and Self-financed higher secondary in their Academic achievement.
3. To find out whether there is any significant association between Family income of the higher secondary student and their Academic achievement.
4. To find out whether there is any significant relationship between Emotional intelligence and Academic achievement of higher secondary students.

Hypotheses of the study

1. There is no significant difference between students in rural and urban areas in their Emotional intelligence.
2. There is no significant difference among students of Government, Aided and Self-financed higher secondary in their Academic achievement.
3. There is no significant association between Family income of the higher secondary students and their Academic achievement.
4. There is no significant relationship between Academic achievement and Emotional intelligence of higher secondary students.

Methodology

The present study adopt Survey method.

Tools used by the Study

The Emotional Intelligence scale tool consists of two parts namely General information schedule and Emotional Intelligence scale. General information schedule consists of the information such as name of the student, name of the respondent, sex, nativity, marital status and optional subjects. Emotional Intelligence scale is prepared by Sanjyut pethe, Abukool Hyde and Upinder Dhar (2001) was used as a tool for the present study, It is a five-point scale consisting of 45 items. It consists of dimensions like Emotional Stability, Relationship with others, Personality integration, Social adjustment and Gain of independence. The reliability coefficient calculated by test-retest method is 0.73 and validity is 0.85.

Sample of the study

The sample consists of 250 students from various higher secondary schools in Madurai district.

Statistical Analysis

The Mean scores and Standard Deviation of each category of data were found out. Then t-test, ANOVA test, Chi-square analysis, Correlation analysis and multiple analysis were employed to test the hypothesis at 0.05 level of significance.

Results and Discussions

Hypothesis-I

"There is no significant difference between students in rural and urban areas in their Emotional intelligence".

Table 1 reveals that the calculated 't' value (2.14) is greater than the table value (1.96) at 5% level of significance. So the null hypothesis is rejected and the research hypothesis is accepted. Hence there is significant difference in the Emotional Intelligence of rural and urban areas of students. That is Rural students have high Emotional Intelligence than urban areas students.

Hypothesis-2

"There is no significant difference among students of Government, Aided and Self-financed higher secondary in their Academic achievement".

Table 2 reveals that the calculated 'F' value (41.83) is greater than the table value (3.02) at 5% level of significance. So the null hypothesis is rejected and the research hypothesis is accepted. Hence there is significant difference in the Academic achievement of Government, Aided and Self- financed higher secondary students. That is Self-financed school students are better than other school students in Academic achievement.

Hypothesis-3

"There is no significant association between Family income of the higher secondary students and their Academic achievement"

Table 3 reveals that the calculated 'X^2' value (16.36) is greater than the table value (9.49) at 5% level of significance. So the null hypothesis is rejected and the research hypothesis is accepted. Hence there is significant association between Family income and Academic achievement of higher secondary students.

Hypothesis-4

"There is no significant relationship between Academic achievement and Emotional intelligence of higher secondary students ".

Table 4 reveals that the calculated '¥' value (-0.081) is less than the table value (0.113) at 5% level of significance. So the null hypothesis is accepted and the research hypothesis is rejected. Hence there is no significant relationship between Academic achievement and Emotional intelligence of higher secondary students.

Table 1 't' Value Between Rural and Urban of Higher Secondary Students in their Emotional Intelligence

Locality	Mean	SD	Calculated 't' value	Remark at 5% level
Rural (146)	66.09	5.78	2.14	Significant
Urban (104)	64.32	6.87		

Table 2 'F' Among Students of Government, Aided and Self-Financed Higher Secondary in their Academic Achievement

Variable	Calculated X^2 value	Remark at 5% level
Academic achievement	16.36	Significant

Table 3 Value between Family Income and Academic Achievement of Higher Secondary Students

Variable	Source of variance	Sum of square	Degrees of freedom	Mean square variance	Calculated 'F' value	Remark at 5% level
	Between	9879.81	2	4939.91		
	Within	29166.50	247	118.08		

Table 4 Relationship between Academic Achievement and Emotional Intelligence of Higher Secondary Students

ΣX	ΣY	ΣX^2	ΣY^2	ΣXY	Calculated '¥' value	Remark at 5% level
13696	16338	789368	1077704	893470	-0.081	No Significant

Major Findings

- There is significant difference between rural and urban higher secondary students in their Emotional Intelligence. The rural students have more Emotional Intelligence than urban students.
- There is difference in Academic achievement of Government, Aided and Self- financed higher secondary students. Self-financed school students are better than other school students in Academic achievement.
- There is significant association between Family income and Academic achievement of higher secondary students. Parents' income of students is influencing Academic achievement of higher secondary students.
- Relationship between Academic achievement and Emotional intelligence does not show any significant difference among higher secondary students.

Educational implications

1. The present study highlights the need of better environment in higher secondary students for the development of Emotional intelligence among prospective teachers.
2. This study is useful to the counselors to find out the students with low emotional intelligence and identify the causes and to give suggestions for improving their Emotional intelligence.
3. This study helps the psychologists for studying the interpersonal relationship among students.

Conclusion

This present study is concluded that Emotional intelligence is very important to higher secondary students because the students are in Adolesence period which is the translational period of life. Emotional Intelligence help these students to control their emotions, knowing their own feelings, motivating themselves to attain the goals in Academics, understand others emotions and maintain a healthy relationship with others.

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