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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

**(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale &
Affiliated to Tamil Nadu Teachers Education University, Chennai)**

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In this competitive world, it is must for all to have good education. The importance of higher education has become increased in getting good job and position. Proper education creates lots of ways to go ahead in the future. It makes us strong mentally, socially and intellectually by increasing our knowledge level, technical skills and good position in the job. Each and every kid has their own dream of doing something different in the life. Sometimes parents dream for their kids to become a doctor, IAS officer, PCS officer, engineer and other high level positions. There is only one way to all dreams which is good education.

Education is very important tool for everyone to succeed in life and get something different. It helps a lot in lessening the challenges of life difficult life. Knowledge gained throughout the education period enables each and every individual confident about their life. It opens various doors to the opportunities of achieving better prospects in life so promotes career growth. Many awareness programmes has been run by the government in enhance the value of education in rural areas. It brings feeling of equality among all people in the society and promotes growth and development of the country. Education is important for the personal, social and economic development of the nation. Education is important to live with happiness and prosperity. Education empowers minds that will be able to conceive good thoughts and ideas. Education enables students to do the analysis while making life decisions.

Better education is very necessary for all to go ahead in the life and get success. It develops confidence and helps building personality of a person. School education plays a great role in everyone's life. The whole education has been divided into three divisions such as the primary education, secondary education and Higher Secondary education. All the divisions of education have their own importance and benefits. Primary education prepares the base which helps throughout the life, secondary education prepares the path for further study and higher secondary

education prepares the ultimate path of the future and whole life. Our good or bad education decides that which type of person we would in the future.

The factor that ultimately determines how successful students will become academically is the teachers that they are assigned to. The qualities of good teachers are varied; some are effective using kindness, while others set a high bar for their students and never waver. Each teacher will have to find his or her way through the everyday practice of being in a classroom, and no two teachers will educate in the same way.

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

This issue of the journal contains 7 research papers. We thank all the contributors and also invite researchers to send their articles to our journal.

GUIDELINES FOR CONTRIBUTORS

We invite the authors to contribute their original articles on contemporary issues in Higher education / Teacher Education in General and Educational Research for Publication in the AKCE QUEST. Contributors are requested to provide their complete mailing address along with contact numbers, email id. The manuscripts must be typed in MS-Word, Times New Roman Font size 12 with 1.5 line spacing not exceeding 5 pages and abstract must be submitted about 250 words. Both hard and soft copy (by mail only) along with the declaration certificate can be sent to the following address.

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APPS FOR EDUCATION

C.Meenambal**Abstract**

This is the era of technological innovation and evolution, and education is the foundation of everything in the world. Without education a civilization would stop progressing, stagnate, and eventually perish. An education app for mobile devices and technology tools bring in a great number of benefits for the teacher and the taught while making it easy for the parents to keep a track of their ward's accomplishments and concern areas. The education related apps expose students to engaging activities that help them learn in novel & innovative ways. The idea here is to motivate the students to focus better on subject oriented studies. Traditionally a student would be required to carry a school bag full of books, notebooks, writing equipment, and such materials to the school where most of the learning happens in the read, write and learn format. Hence, there is a need for innovation and technological enhancement for the engagement of maximum number of students. These educational apps act as a great asset to ones learning as they provide a combination of innovative learning and core learning. In this paper the researcher discuss some education related apps used by the teachers and students.

Introduction

There is a lot of buzz about the strong evolution that the education sector is going through and the most significant change is the way in which we are distributing, accessing, and consuming the educational material. The existing tools of the field had limitations and were proving to be a hurdle when it came to making education sector stand abreast the other fields that were evolving to become better, faster, and smarter. This is the time for the traditional educational system to accept the new age technological disruption and adapt itself in order to bring in an era of standardized knowledge which would then be available through the single point global distribution system.

Apps for Teachers

There are so many apps today that help both teachers and students become more organized and teach lessons in a more clear way.

1. **ClassDojo:** ClassDojo is definitely one of the more popular and best apps for teachers in 2018. This app is great for communication for teachers, students, and even parents. The free app can show parents classroom experiences by sending and sharing videos, photos, and even announcements; teachers can also message any of the students' parents.

While this app is perfect for any grade, the app offers so many opportunities for everyone. Students can create their own digital portfolios and share images. Parents can see what their child is learning in the classroom. Teachers can also gain access to their teaching tools such as group maker, timer, the radio, pair share, directions, and more. This app is basically the classroom remote that comes with so many benefits for everyone.

2. **Teacher's Assistant Pro:** In order to keep track of students' actions, behaviors, and achievements in the classroom, Teacher's Assistant Pro can easily let teachers communicate with parents through any mobile device.

This app allows adding in the date and time, where it happened, photos, the class period, detailed descriptions, the teacher's actions, and if the parent was notified. The teacher can even include all of the student's information, from their parent's cellphone number to email addresses and other important names. This is a great app for teachers who need to keep tabs on student's behavior.

3. **Seesaw:** The Learning Journal: Seesaw is designed to be a student-driven portfolio. It shows students at any age to create, collaborate, reflect, and share. They can also invite families to the app and view and understand the student's learning, as well as easily communicate with them from home and school.

Seesaw allows families to give them a clear understanding of what their child is learning. With features like built-in content creation tools, attaching videos, photos, voice recorders, drawing, weblinks, and even PDFs, this is one of the best learning tools for children to acknowledge everything they're being taught. This is also great for teachers to view their students' improvements, work, and also privately communicate with the student's parents.

4. **Kahoot:** It was launched on August 2013 in Norway by Johan Brand, Jamie Brooker and Mortten Vervik. This game based educational app has 50 million monthly active users and 2 million active k-12 teachers in U.S. The students answered for the multiple choice quizzes made by teachers, these multiple choice questions called "kahoot". It can include music for avoiding the anxiety that children face during exams. In addition students can learn and revise the school work. It can use anywhere and anytime and any one can make kahoot in topic. Teachers mainly using this app for formative assessment.

Apps for Students

1. **Typesy - Keyboarding Program and Typing Tutor:** TYPESY is an application that supports the unique typing software that will improve the typing speed and proficiency. In an ever growing society of digital platforms, student e-portfolio assignments and digital dissertations the requirement in school and the working environment to become more proficient in typing has never been greater. This software is free from in-app adverts and has a one-off payment for both home and office. Educational institutions and businesses may benefit from generous discounts when the software is used on a larger scale.
2. **Memrise:** learn languages free: Memrise uses some creative and easy way to remember words for learning English. The focus of this app is to help the users expand their vocabulary by learning English words in an effective way. Memrise also offers an offline mode to continue learning without internet connection.
3. **TED:** Listen to talks by inspiring people, from the comfort place. This app covers a variety of topics including business, science, technology, education and music. This is a library of over 1,000 videos of the world's most influential speakers. It can watch them even when offline.
4. **eQuickes:** It is an online book sale and purchase education application. They have wide range of books available in almost every field like technology, management, GATE, GRE, GMAT, TOFEL, etc. They also provide classes for many courses. In addition, one can sell their old books. eQuickes has a variety of preparation material and study material for CBSE and ICSE students. All you need to do is find out the best and required ones as per your need.
5. **Math Tricks:** It is a program that is designed to help one learn mathematics in an interesting manner. Right from assisting students in honing mathematics skills to helping one speed up the calculations, the App is a true assistive tool. It is a preparatory App on mathematics for aspirants who wish to clear SSC, UPSC, CPO, LIC, GIC and UTI exams.

Conclusion

Educational apps in general are too focused on "drill and practice." There should be a greater emphasis on constructive and creative types of activities. There should be a convenient way to port over content that is created on mobile devices to other devices. In conclusion the study has discussed the various educational apps that can improve classroom experience and increase academic performance among the students. It also helps in developing better teacher-student relationship as the teaching methodology is more students friendly. The adaptability in using the apps among various students and among greater masses in the classroom makes it user friendly. Moreover, the greater advanced in tools for teachers have made institution settings more accessible for inclusive educational purpose.

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A STUDY ON HAPPINESS OF PROSPECTIVE TEACHERS IN VIRUDHUNAGAR DISTRICT

Dr.A.R.Anandhakrishnaveni

Abstract

Teacher education refers to the policies and procedures designed to equip teachers with the knowledge, attitudes, behaviors and skills they require to perform their tasks effectively in the classroom. The concept of teacher education is undergoing a rapid change throughout the world. It is no longer mere training as conceived earlier. It means the acquisition of type of knowledge of information, skill and ability, which helps a teacher to discharge his professional duties responsibilities effectively and efficiently. It means shaping and reshaping the attitudes, habits and personality of a teacher. In this study the investigator has selected the normative survey method for the present study. The investigator has used the adopted tool for happiness which was own prepared P.Deepakraj (2014). The tool consists of 42 items. It is a 2 point scale. Random sampling technique was used in this study. The sample for the present study constitutes 300 students from virudhunagar district. After the item correlation 6 items are excluded which don't have the 'r' value greater than the table value. The remaining 36 items are retained and that tool will be used for data collection.

Introduction

Happiness is a mental state of well-being characterized by positive emotions ranging from contentment to intense joy. A variety of biological, psychological, religious, and philosophical approaches have striven to define happiness and identify its sources. While direct measurement of happiness presents challenges, tools have been developed by researchers. Positive psychology researchers use theoretical models that include describing happiness as consisting of positive emotions and positive activities are that describe three kinds of happiness: pleasure (positive sensory experience), engagement (involvement with one's family, work, romance and hobbies), and meaning (using personal strengths to serve some larger end).

Healthy children are usually happy. This is true unless the environment is unfavorable and gives rise to unpleasant emotions. When the young child is in a good physical condition, it takes relatively little to get a happy response from him.

Significance of the Study

Happiness is state that results from the affirmation and attainment of our values. Happiness is more than simple pleasure: it is an experience of fulfillment. Much suffering in life comes from the attempt wringing happiness from pleasure. All the food, parties, purchases, and holidays in the world cannot duplicate the experience of realizing a goal. Very few of us live our lives in complete isolation. We will have partner, families, friends and work with whom we interact on a daily basis so if we're happy then it's likely to mean that they'll feel happier too. Therefore, through, our own happiness, we are actually giving something to other people too and enabling them to feel happy as well. The fundamental reason why happiness is so important is that it's extremely vital to our own goals in life and can help us achieve many other cherished personal ambition and goals. Also, by being happy, we have the potential to change many other lives just by being ourselves. Happiness is standard thought to matter because it is pleasant indeed, many equate it with pleasure.

For each and every teacher, happiness is very important. Teacher Happiness means satisfaction, contentment and a sense of well being. Teacher happiness matters at integrity Education. In this concern the investigator being a prospective teacher's educator wants to study about the happiness of secondary prospective teacher with this background the investigator choose this topic.

Principal

Arulmigu Kalasalingam College of Education, Krishnankoil

Objectives of the Study

1. To find out whether there is any significant difference in Happiness of prospective teachers with respect to Gender.
2. To find out whether there is any significant difference in Happiness of prospective teachers with respect to Native place.
3. To find out whether there is any significant different in Happiness of prospective teachers with respect to location of the college.
4. To find out whether there is any significant difference in Happiness of prospective teachers with respect to residence.

Hypotheses of the Study

1. There is no significant difference in Happiness of prospective teachers with respect to Gender.
2. There is no significant difference in Happiness of prospective teachers with respect to Native place.
3. There is no significant difference in Happiness of prospective teachers with respect to Location of the college.
4. There is no significant difference in Happiness of prospective teachers with respect to Residence.

Methodology

The investigator selected the normative survey method for the present study. The investigator has used the adopted tool for happiness which was own prepared P.Deepakraj (2014). The tool consists of 42 items. It is a 2 point scale. Random sampling technique was used in this study. The sample for the present study constitutes 300 students from virudhunagar district. After the item correlation 6 items are excluded which don't have the 'r' value greater than the table value. The remaining 36 items are retained and that tool will be used for data collection.

Hypothesis Testing

Hypothesis 1

There is no significant difference between male and female prospective teachers happiness with respect to gender.

Table 1
Significant Difference between Male and Female Prospective Teachers Happiness with Respect to Gender

Variable	Gender	N	Mean	SD	Calculated 't' test	Result
Happiness	Male	66	64.15	5.477	1.990	S
	Female	234	63.33	6.049		

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

It is inferred from the above table that the calculated t value 1.990, is more than the table value 1.96 at 5% level of significance. Hence null hypothesis is **rejected**. Thus that there is significant difference between male and female prospective teachers in their happiness.

Hypothesis 2

There is no significant difference in happiness of prospective teachers with respect to native place.

Table 2
Significant difference in Happiness of Prospective Teachers with respect to native place

Variable	Nativity	N	Mean	SD	Calculated 't' test	Research of 5% level
Study happiness	Urban	93	63.53	5.311	0.047	NS
	Rural	207	63.50	6.199		

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

It is inferred from the above table that the calculated 't' value 0.047, is less than the table value of 1.96 at 5% level of significance. Hence null hypothesis is **accepted**. Thus that there is no significant difference between urban and rural prospective teachers in their happiness.

Hypothesis 3

There is no significant difference in happiness of prospective teachers with respect to locality of college.

Table 3

Significant difference in Happiness of Prospective Teachers with Respect to Locality of College

Variable	Locality of college	N	Mean	SD	Calculated 't' test	Research of 5% level
Happiness	Urban	78	63.42	5.680	0.156	NS
	Rural	222	63.54	6.026		

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

It is inferred from the above table that the calculated 't' value 0.156, is less than the table value of 1.96 at 5% level of significance. Hence null hypothesis is **accepted**. Thus there is no significant difference in prospective teachers with respect to locality of college.

Hypothesis 4

There is no significant difference in happiness of prospective teachers with respect to residence.

Table 4

Significant difference in Happiness of Prospective Teachers with Respect to Residence

Variable	Residence	N	Mean	SD	Calculated 't' value	Result
Happiness	Daysecholar	43	64.93	4.802	1.99	S
	Hostel	257	53.27	6.073		

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

It is inferred from the above table that the calculated 't' value 1.99, is more than the table value of 1.96 at 5% level of significance. Hence null hypothesis is **rejected**. Thus the result that there is significant difference between days scholar and hostel students of prospective teachers.

Findings Based on Hypotheses Testing

1. There is a significant difference between male and female prospective teachers in their happiness.
2. There is no significant difference between urban and rural prospective teachers in their happiness.
3. There is no significant difference between of prospective teachers with respect locality of the college
4. There is significant difference between day scholar and hostel in prospective teachers' happiness.

Conclusion

It has been a useful experience for the investigator to undertake this research work. It has helped to know the exact causes of happiness of prospective teachers in Virudhunagar Dist.

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**RELATIONSHIP BETWEEN EMOTIONAL MATURITY AND
SOCIAL ADJUSTMENT OF STUDENT TEACHERS**

Dr.V.Kasirajan**Abstract**

The paper discussed social adjustment as a major determining factor for emotional maturity. The investigator selected 300 B.Ed students from 10 college of education Tirunelveli. For selecting the students, the investigator used random sampling method. The investigator used survey method of research to study the relationship between emotional maturity and social adjustment of student teachers. The student teachers were provided with two questionnaires of social adjustment Scale was prepared and validated by Mr. A. Lawrance (investigator) Dr.V.Kasirajan (Guide) and Emotional Maturity Scale by Yasvir singh and Magesh Bharagava (1990). It was null hypothesized that there is no significant relationship between emotional maturity and social adjustment of student teachers. The collected data were subjected to Pearson product moment correlation. The findings rejected the null hypotheses. The results showed that there is significant relationship between emotional maturity and social adjustment of student teachers.

Introduction

Emotional maturity is not only the effective determinant of personality pattern, but is also helps to control the growth of adolescents' development. The concept 'Mature' emotional behaviour of any level is that which reflects the fruits of normal emotional development. A person who is able to keep his emotions under control, which is able to break delay and to suffer without self pity, might still be emotionally stunned and childish. No one is born with emotional maturity; it is shaped by our relationship with and upbringing by our parents, and life experiences. Parents raise mature children by validating, mirroring, loving and accepting their children. Parents who have achieved personal fulfilment and their own emotional maturity tend to raise mature children. An emotionally mature adult grows from a childhood where one successfully struggles with failures, disappointments, and heartaches. Child should be starting to deal with his or her feelings in an age-appropriate way. In order to be emotionally ready for school, a child should not be too fearful, anxious, or tense. Parents can help children to think about things, talk about what might happen, help them to slow down, model discussion of choices, show them how to make simple decisions, and can use logical and natural consequences to teach children about cause and actions and reactions. Emotional maturity develops hand in hand with physical, mental and spiritual growth – the four blending, finally, into the perfect spiritual destiny and the very purpose of life. It can bring very great and rewarding and lasting happiness. Middle schools must provide opportunities for students to see that a wide range of emotions is normal. Learning to balance negative emotions with thoughts and actions that create positive emotions is a lifelong task. Neglect of the emotional lives of children impacts on their intellectual lives and achievements as emotions are critical to the learning process and to the full development of the individual and to society. Social adjustment as an important indication of psychology health is a topic attracting the attention of many psychologists. Social growth is the most important aspect of one's development and it is acquired through the relationship with others especially with the parents, peers and the teachers, and it is the assessing criterion of social growth related to the person's adjustment with him/herself and others (Hartup & Rubin, 2013). On the other hand, living in a human society has stemmed from a set of values and expectations paradigm, and to meet one's expectations and value framework a person needs a sufficient amount of adjustment. Without adjustment, the person is not able to meet many of his/her basic needs. If one is incompatible with the society properly, he will feel isolated.

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Significances of the Study

The quality of a nation depends upon the quality of its citizen. The quality of the citizens in term depends upon the quality of education and ultimately upon the quality of the teachers. The destiny of India is being shaped in its classroom, in which teachers play a very significant role as per the Kothari commission report on educational policy of nation. The teachers especially at the secondary level are the creator of the future citizens of the nation play significant role. The teachers should be a collection of Nobel qualities like challenging and dynamic in the society. He/ She not meant only for transference of knowledge equally concerned with inspiring the students towards achieving the characterised goals in the right way. In this background the institution of education play a significant role in developing intellectual ability, emotional maturity and Social adjustment. Society is significant medium where certain quality of life and certain types of activity are provided with the aim of securing child's development based on the social need. Since it is stem of growth characterizes of B. Ed student teachers should adapt to the society in which they also accepts to adjust and contribute the social adjustment receives important at the present context. Emotions maturity play a key role in providing a particular direction to social adjustment, social behaviour and thus shaping our personality according to their development. Emotional maturity is a wide area, but the teacher educations concentrates a few dimensions in it and this help the teacher educator to adjust with the society. They teach the B.Ed student teacher to be emotionality maturity. These B.Ed trainers contribute to the school students to be emotionally matured. By this way, the teacher contributes to the development of a nation. Therefore, proper developments and growth of the students should be ensured even at the earliest age. The necessary steps taken at this period ensure a healthy atmosphere in walks of the country. So the present study to intend the emotional maturity and adjustment of B.Ed students s because they are going to become a teacher and the true of builders of our ration. These traits of emotional maturity will influence the prospective teachers ultimately to reflect in the behaviour of future children possibly. Therefore, the present study has need and importance. It is in this context this investigation makes an attempt to study the correlation between emotional maturity and social adjustment of student teachers.

Objective of the Study

To find out whether there is any significant relationship between emotional maturity and social adjustment of student teachers.

Methodology

The investigator used survey method of research to study the relationship between emotional maturity and classroom environment of higher secondary students.

Population and Sample

The aim of the investigation is to make an explorative study on the relationship between emotional maturity and social adjustment of students teachers. The population consists of all the students of B. Ed colleges in Tirunelveli District.

The investigator followed stratified random sampling method. The present study consists of 300 samples from Tirunelveli district. The sum forms a representative of the total population. Due proportionate weightage was given to gender, age, residence, marital status, location of the college, students qualification, medium of instruction, type of college, nature of college major subject, father's education, mother's education, father's occupation, mother's occupation, and parents monthly income.

Tools Used

1. Emotional maturity is standardized tool developed by Yasvir singh and Magesh Bharagava (1990).
2. Social adjustment prepared and validated by investigator and Guide (2018)

Statistical Techniques Used

The collected data were subjected to Pearson product moment correlation and Percentile analysis.

Analysis of Data

1. To find out the level of emotional maturity of student teachers

Table 1.1
Level of Emotional Maturity of Student Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
31	10.3	230	76.7	39	13.0

It is inferred from the above table that 10.3% of the student teachers have low, 76.7% of them have moderate and 13.0% of them have high level of emotional maturity.

2. To find out the level of social adjustment of student teachers

Table 1.2
Level of Social Adjustment of Student Teachers

Low		Moderate		High	
No.	%	No.	%	No.	%
34	11.3	220	73.3	46	15.3

It is inferred from the above table that 11.3% of the student teachers have low, 73.3% of them have moderate and 15.3% of them have high level of social adjustment.

3. There is no significant relationship between Emotional Maturity and Social Adjustment of student teachers.

Table 1.3
Relationship between Emotional Maturity and Social Adjustment of Student Teachers

Correlation	N	Calculated "r" value	Table "r" value	Remarks
Emotional maturity and Social adjustment	300	0.088	0.231	S

(At 5% level of significance the table value of 'r' is 0.231)

It is inferred from above table that the calculated 'r' value (0.088) is greater than the table value (0.231) for df (300) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference relationship between emotional maturity and social adjustment of student teachers.

Major Findings

1. The level of emotional maturity of student teachers is average (76.7).
2. The level of social adjustment of student teachers (73.3).
3. There is significant difference relationship between emotional maturity and social adjustment of student teachers.

Interpretation

The 'r' test result shows that there is significant relationship between Emotional maturity and social adjustment of student teachers. That is the positive correlation between emotional maturity and social adjustment of student teachers. This may be due to the fact the high level of Emotional maturity can enhance social maturity of student teachers because the high emotionally matured persons can adopt the new environment and also they can ability to make judgments, decisions and take proper actions when faced with a problem and critical issues.

Recommendation of the Study

A) Emotional Maturity

- i) In order to develop emotional maturity skills in male student teachers, give exposure on joint family system by the parents and imbibe the values such as good rapport, interpersonal relationship and so on by the teacher.

- ii) In order to improve the emotional maturity of the students sharing about group activities, picnics, tours, seminars, group discussion, cultural programme like dancing, singing, dramas, sports, and games should be regularly arranged.
- iii) The colleges of education should organise many programmes and guest lectures in order to develop their balanced Emotional Maturity.
- iv) More Co-Curricular activities related to affective domain should be incorporated in the curriculum.
- v) Prospective Secondary School Teachers must be given opportunities to acquire better guidance and counselling related to their needs and promotes their Emotional Maturity.

B) Social Adjustment

- i) Parents and teachers play a great role in the development of social skills among the students.
- ii) Teachers can make use of the findings to assess social adjustment development of student teachers and their needs so that they may be provided with some usefulness.
- iii) Social adjustment skills should be developed among the English medium students through the social activities like NCC, NSS, YRC, RRC, and other social activities.
- iv) It would help to train mature social and moral decision making to help youth to overcome immature and immoral acts. Adolescents have much chance to become competent in their social responsibilities and moral decision. They are competent of generating and encouraging their moral faith and workings to others.
- v) School should organize community programs and discussion of moral dilemmas with a fair amount of success so that student teachers could act on their moral decisions. Disclosure to moral questions and the prospect to apply moral behaviour in institute appears to foster high moral judgment ability and more constructive behaviour. Student teaches should be given opportunities to build a sense of fairness and firmness judgment

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**DIFFICULTIES ENCOUNTERED BY STUDENTS LEARNING PHYSICS
CONCEPTS AT HIGHER SECONDARY LEVEL**

Dr.G.Maheswari

Abstract

Physics is the fundamental science. It is the subject of study of all branches of natural science like chemistry, Astronomy, Geology and Biology all are constrained by law of Physics. The central position of Physics among all sciences means that it is an ideal starting point, not only for Physics research, but for many kinds of scientific and engineering work. The investigator used normative survey method to collect data from 300 higher secondary school students. The investigator herself constructed a research tool on identification of different difficulties that are faced by higher secondary school students in learning Physics concepts. The research tool framed for the present study has 63 items. All the items are closed types. This tool contains students' difficulties in the form of statements in four dimensions. The sampling procedure is used to collect the data is simple random sampling and the data collected from various higher secondary schools located in and around Srivilliputtur Educational District.

Introduction

Education is the process by which people acquire knowledge, skills, habits, values and attitudes. A modern civilized society can not survive without education. Science education will help to increase the scientific knowledge among the students. Physics is the one of branch of science. Knowledge of Physics forms the base for all the branches of science and engineering. So it is very important for science students to gain basic knowledge of Physics. That is why Physics is considered as a compulsory subject for science students at +1 and +2 level. But unfortunately most of the students feel that Physics subject remains a difficult subject. This is because of their inability to know the value of Physics. We have to use Physics learning as a method of encouraging pupils to think themselves. In the contemporary world, Physics plays a vital role in all aspects of life. Education is the solution of any problems. It promotes good habits, values and awareness. Education is the strength to a person. Therefore this study aims at encounter the learning Physics difficulties and gives some suggestions to improve the technology.

Significance of the Study

The aim of Physics is to understand the rules behind the working of nature. Students think that by studying science in general, and Physics in particular, they will be able to answer all WHY? WHAT? and How? questions. Questioning mind in child should be encouraged. This can be done only by teaching Physics to the children from their early childhood. In the present situation Higher Secondary Students are experienced many difficulties in learning Physics concepts. Therefore this study is needed to find out all those difficulties.

Students are unlikely to grasp the Physics concepts because which combines with Mathematics. Therefore they encounter a lot of difficulties in learning Physics. Conducting this kind of study in the present context may help students to locate their difficulties in learning Physics and at the same time they will also come to know the technique how to understand Physics without difficulties. Though the study is useful for the teachers to help and to plan their teaching method according to the learners difficult but this study very useful for the students to overcome the difficulties in learning Physics and they realize how Physics is useful to our society.

Objectives of the Study

1. To find out the level of difficulties that are encountered by Physics students studying at +2 level.
2. To find out the significant difference if any between different groups of the biographical variables such as Gender, Students residential place, Location of school in facing difficulties while studying the Physics subject at higher secondary level.

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Method of Study

The investigator used normative survey method to collect data from 300 higher secondary school students. The investigator herself constructed a research tool on identification of different difficulties that are faced by higher secondary school students in learning Physics concepts. The research tool framed for the present study has 63 items. All the items are closed types. This tool contains students' difficulties in the form of statements in four dimensions. The sampling procedure is used to collect the data is simple random sampling and the data collected from various higher secondary schools located in and around Srivilliputtur Educational District.

Operational Definitions

- 1. Difficulty:** The difficulty is a factors causing trouble in achieving a positive result among Physics Students at Higher Secondary level.
- 2. Physics Concepts:** Physics is a branch of science concerned with the nature and properties of matter energy. Students by Higher Secondary at +1 and +2 stage of Education.
- 3. Learning:** Learning is defined as a change in behaviour or the process of acquiring knowledge, skills, attitudes and values.
- 4. Higher Secondary Students:** After 10 years of common education, another 2 years of specialization course offered as XI and XII in Tamilnadu and Pondicherry states, India.

Descriptive Analysis

One of the main objectives of the present study is to find out the level of difficulties that are encountered by Physics students studying at +2 level.

Table 1
Distribution of Overall and Dimension wise Mean Percentage Scores of Higher Secondary Students Facing Difficulties in Learning Physics Concepts

S. No.	Category	Mean Percentage
1.	Overall	59.74%
2.	Dimensions	
I	Physical Facilities	55.52%
II	Curriculum	60.27%
III	Teaching	51.91%
IV	Parental Activities	55.33%

The above table reveals the mean percentage scores of Higher Secondary students facing difficulties in learning Physics concepts. The overall Higher Secondary students mean percentage scores of 59.74% reveals that the students face difficulties at above average level in learning Physics concepts.

The dimensionwise percentage reveal that the higher secondary students' difficulties are at the maximum level occurs in the dimension of curriculum and the lowest level of mean percentage occurs in the dimension of teaching. However all the mean percentages are indicating the different dimension such as physical facilities, curriculum, teaching and parental activities are above the average level.

Differential Analysis

Table 2
Significance of Overall Mean Difference between the Male and Female Students' Difficulties in Studying Physics Concepts at Higher Secondary Level

S. No	Variable	Mean	S.D	't' Value	Level of Significance
	Gender				
1.	Male	67.05	18.89	1.90	Not Significant
2.	Female	63.17	16.33		

Df = 298

The above table reveals the overall significant mean difference between the male and female students' difficulties in studying Physics concepts at Higher Secondary level. Since the calculated 't' value 1.90 is lesser than the table value of 1.97 at 5% level with degrees of freedom 298, there is no significant

difference between male and female students' difficulties in studying Physics concepts at Higher Secondary level and hence the research hypothesis is not accepted.

Table 3
Significance of Overall Mean Difference between the Rural and Urban Students' Difficulties in the Dimension of Studying Physics Concepts at Higher Secondary Level

S. No	Variable	Mean	S.D	't' Value	Level of Significance
	Residential Place				
1.	Rural	64.73	18.43	0.37	Not Significant
2.	Urban	65.49	17.03		

Df = 298

The above table reveals the significant mean difference between the rural and urban students' difficulties in studying Physics concepts at higher secondary level. Since the calculated 't' value of 0.37 is lesser than the table value of 1.97 at 5% level with degrees of freedom 298, there is no significant difference between the rural and urban students' difficulties in studying Physics concepts at higher secondary level and hence the research hypothesis is not accepted.

Table 4
Significance of Overall Mean Difference between the 'Rural and Urban School Students' Difficulties in Studying Physics Concepts at Higher Secondary Level

S. No	Variable	Mean	S.D	't' Value	Level of Significance
	Location of School				
1.	Rural	69.08	18.78	4.41	Significant at 1% level
2.	Urban	61.15	11.56		

Df = 298

The above table reveals the overall significant mean difference between the rural and urban school students' difficulties in studying Physics concepts at higher secondary level. Since the calculated 't' value 4.41 is greater than the table value 2.59 at 1% level with degrees of freedom 298, there is significant difference between the rural and urban school students' difficulties in studying Physics concepts at higher secondary level and hence the research hypothesis is accepted.

Findings of the Study

1. The higher secondary students face difficulties in learning Physics concepts that are above the average level. Particularly students face more difficulties in the curricular aspect.
2. The difficulties faced by male and female Students in studying Physics concepts at higher secondary level are found to be same.
3. The difficulties faced by urban and rural students in studying Physics concepts at higher secondary level are found to be same.
4. Rural school students face more difficulties in studying Physics concepts at higher secondary level than urban school students.

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**ACADEMIC INVOLVEMENT OF B.Ed STUDENTS IN RELATION
TO THEIR METACOGNITION**

¹A.Maheswari²Dr.S.Anandaraj**Abstract**

The intention of this research is to find out the relationship between academic involvement and metacognition of B.Ed students. In order to study this problem, the survey method was used to collect the data. The population of the present investigation is all the B.Ed students studying in Tirunelveli district. From the population, 300 students were randomly selected as the sample for the study. The finding reveals that the level of academic involvement and metacognition of B.Ed students are found to be moderate with regard to gender. The research also reveals that the female students are better in metacognition than the male students and there is a significant relationship between academic involvement and metacognition of B.Ed students.

Introduction

The teacher is a dynamic force in the educational system. Education without a teacher is just like a body without soul. The teacher is a social engineer. He should be a good leader; a democratic leader. He/she should have a positive attitude towards his profession and should go to the class punctually and with adequate preparation. Sir John Adams (1980) describes the teacher as a "maker of man". The teacher must be a lover of his pupils. The sense of the prestige is very important and impressive to young minds. A strong sense of teacher's metacognition promotes a firm commitment to the profession and good relationships with colleagues. If the teacher with metacognitive attitude has high levels of satisfaction in work, and able to feel themselves efficacy in facing critical situations, and use different strategies in different classrooms. Hence, metacognition and academic involvement are the important factor for B.Ed students for their successful professional life.

Need and Significance of the Study

Education is perceived to be universal phenomena. It is adequately organized and regulated through formal institutions like school and colleges. There are different factors, which determine the quality of education and its contribution to national development. The quality competence, character and involvement of teachers are undoubtedly very significant. In a developing society teacher has assumed a great responsibility to bring out good citizens who could carry out the profession in a dignified and productive manner. A good teacher should have involvement in all academic activities so that he can take sincere steps to motivate the children towards learning. In this rapidly changing world the challenge of teaching is to help the students to develop skills which will not become obsolete.

Meta-cognition is a process of varying approaches thinking about and using different learning styles to enable the teacher to teach better. It is for the teachers who are already in the profession and teaching. The process involves honing the teaching skills to go far beyond lecture. This process is to increase the depth in imparting, so that absorption, assimilation, analysis, recall, and creative applications, production, synthesis, are improved at the students level. The programme is conceived, designed, monitored, delivered and evaluated with different depth, and intensity; so, it should have specific customization, categorization and focus. In this context it is imperative to assess the relationship between academic involvement and metacognition of B.Ed students.

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Objectives of the Study

The researcher has framed the following objectives for the present study.

1. To find out the level of academic involvement and metacognition of B.Ed students.
2. To find whether there is any significant difference between male and female B.Ed students in their academic involvement and metacognition.
3. To find whether there is any significant relationship between academic involvement and metacognition of B.Ed students.

Hypotheses

1. There is no significant difference between male and female B.Ed students in their academic involvement and metacognition.
2. There is no significant relationship between academic involvement and metacognition of B.Ed students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of 'Metacognition Inventory' comprises of 30 items which was developed by Punitha Govil in the year 2003 and "Academic involvement scale" comprises of 46 questions, which was developed and validated by Maheswari (investigator) and Anandaraj (Research supervisor) in 2017. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 B.Ed students studying in Tirunelveli district. The data were analysed by using Mean, Standard Deviation, 't' test and Pearson product moment correlation.

Analysis of the Data

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

Table 1

Level of Academic Involvement and Metacognition of B.Ed Students with Regard to Gender

Variable	Academic involvement						Metacognition					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	21	21.9	65	67.7	10	10.4	11	11.5	78	81.2	7	7.3
Female	27	13.2	149	73.0	28	13.7	26	12.7	141	69.1	37	18.1

It is inferred from the above table that 21.9% of male B.Ed students have low, 67.7% of them have moderate and 10.4% of them have high level of academic involvement. 13.2% of female B.Ed students have low, 73.0% of them have moderate and 13.7% of them have high level of academic involvement.

11.5% of male B.Ed students have low, 81.2% of them have moderate and 7.3% of them have high level of metacognition. 12.7% of female B.Ed students have low, 69.1% of them have moderate and 18.1% of them have high level of metacognition.

Ho1: There is no significant difference between male and female B.Ed students in their academic involvement and metacognition.

Table 2

Difference between Male and Female B.Ed Students in their Academic Involvement and Metacognition

Variable	Group	Number	Mean	SD	't' Value	Remarks
Academic involvement	Male	96	74.00	13.692	1.545	NS
	Female	204	76.58	13.043		
Metacognition	Male	96	77.31	11.700	2.907	S
	Female	204	81.76	13.701		

(at 5% level of significance the table value of 't' is 1.96, NS- Not Significant, S- Significant)

It is inferred from the above table that there is no significant difference between male and female B.Ed students in their academic involvement. But, there is significant difference between male and female B.Ed students in their metacognition.

Ho2: There is no significant relationship between academic involvement and metacognition of B.Ed students.

Table 3
Relationship between Academic Involvement and metAcognition of B.Ed Students

Variables	N	Calculated 'r' value	Remarks
Academic involvement and Metacognition	300	0.448	S

(at 5% level of significance, the table value of 'r' is 0.115, S- Significant)

It is inferred from the above table that there is significant relationship between academic involvement and metacognition of B.Ed students.

Findings of the study

The major findings derived from the study are

1. The level of academic involvement and metacognition of male and female B.Ed students are found to be moderate.
2. There is no significant difference between male and female B.Ed students in their academic involvement.
3. There is significant difference between male and female B.Ed students in their metacognition. The female students are better in metacognition than the male students.
4. There is significant relationship between academic involvement and metacognition of B.Ed school students.

Conclusion

This paper attempted to deal with an important issue of academic involvement and metacognition of student teachers. This study reveals that the female B.Ed students are better than the male B.Ed student in their metacognition and also there is a positive relationship between academic involvement and metacognition of student teachers. Hence the fact that the academic involvement may highly helpful for the student teachers to developing skills of planning, ability to comprehend, and evaluate own thinking and it helps to improve the academic involvement of student teachers in rising their profession. So the teacher educators should use problem solving methods and creativity based learning environment in spite of traditional method to develop meta-cognitive skills of the student teacher.

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**INFLUENCE OF PARENT'S EDUCATION ON HOME ENVIRONMENT
OF HIGH SCHOOL STUDENTS**

Dr.N.Subramanian**Abstract**

The aim of the study is to examine how parent's education of high school students influences their home environment. The study analyzed the numerical data from a survey of 300 high school students of Tenkasi Educational District. The investigator used simple random sampling method. Home Environment scale (2017) by the investigator is applied. The data collected is subjected to statistical analysis namely Chi-square test. The findings from chi-square analysis revealed that there is significant association between home environment and father's education of high school students. And also there is significant association between home environment and mother's education of high school students.

Introduction

The term "home environment" refers to all the objects, forces and conditions in the home which influence the child physically. Different home environments vary in many aspects such as the parents' level of education, economic status; occupational status, religious background, attitudes, values, interests, parents expectation for their children, and family size among others, children coming from different home environments are affected differently by such variations. Home Environment is an external factor and parents-students relations is an internal factor. The parents should try to provide healthy environment in the home because children spend most of their time in home. Children take up the ideals and traditions of the social group in which they live. Hence a proper social environment that children express their interest likes and positive attitudes. A proper, rational, healthy, atmosphere, atmosphere in the home enables the child to develop rational habits and rational attitude towards society. Home-interaction may be influenced by educational aspects of families. Parents have the responsibility of getting their children to school in a condition where they are most ready to learn. It also means sending them to school physically and mentally ready to learn. The parents in the home should support their children by listening to them, talking with them about the loss, and acknowledging their feelings. The short-term counseling from the educated parents may be helpful for them. The environment within the family offers special learning conditions for the child and can thus positively improve the development at all levels. Highly educated parents can use their social capital to promote their children's development. A cohesive social network of well-educated individuals socializes their children to expect that they too will attain high levels of academic success. It can also transmit cultural capital by teaching children the specific behaviors, patterns of speech, and cultural references that are valued by the educational and professional elite.

Objectives of the Study

- To find out whether there is any significant association between home environment and Father's Education of high school students.
- To find out whether there is any significant association between home environment and Mother's Education of high school students.

Hypotheses of the Study

- There is no significant association between home environment and Father's Education of high school students.
- There is no significant association between home environment and Mother's Education of high school students.

Methodology

Survey method of investigation is employed for the study. A total sample of 300 high school students is drawn from the population using simple random sampling technique to respond to the instrument for data collection for the study. The sample consisted of 300 high school students in the schools of Tenkasi Educational District. Home Environment scale is developed and standardized by the investigator (2017). The data collected is subjected to statistical analysis namely Chi-square test.

Analysis of Data

Null Hypothesis: *There is no significant association between home environment and Father's Education of high school students.*

Table 1
Chi-Square Test showing the Significant Association between Home Environment and Father's Education of High School Students

Variable	Background Variable	Category	df	Calculated χ^2 -value	Table value	Remarks
Home environment	Father's education	Illiterate	4	30.474	9.488	S
		School Education				
		College Education				

S - Significant at 5% level of significance

It is inferred from the above that the calculated 'chi-square' value (30.474) is greater than the table (9.488) for df (4) at 5% level of significance. Hence the null hypothesis is rejected. It indicates that there is significant association between home environment and father's education of high school students.

Null Hypothesis: *There is no significant association between home environment and Mother's Education of high school students.*

Table 2
Chi-Square Test Showing the Significant Association between Home Environment and Mother's Education of High School Students

Variable	Background Variable	Category	df	Calculated χ^2 -value	Table value	Remarks
Home environment	Mother's Education	Illiterate	4	39.766	9.488	S
		School Education				
		College Education				

S - Significant at 5% level of significance

It is inferred from the above that the calculated 'chi-square' value (39.766) is greater than the table (9.488) for df (4) at 5% level of significance. Hence the null hypothesis is rejected. It indicates that there is significant association between home environment and mother's education of high school students.

Findings of the Study

- There is significant association between home environment and Father's Education of high school students.
- There is significant association between home environment and Mother's Education of high school students.

Interpretation and Conclusion

The findings from chi-square analysis revealed that there is significant association between home environment and father's education of high school students. And also there is significant association between home environment and mother's education of high school students. The findings highlighted the

importance of parents' education in the enhancement of the home environment of the high school students. And also it revealed that parents' education of high school students has an important influence on the home environment they create for their children, and it is a predictor of cognitive and behavioral outcomes.

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**TYPE OF SCHOOL AND NATURE OF SCHOOL WISE ANALYSIS ON
SELF-ACCEPTANCE LEVEL AMONG HIGHER SECONDARY SCHOOL STUDENTS**

¹K.Thangavel

²S.Theebika Chandravathana

Abstract

The objective of the study is to find out the type of school and nature of school wise analysis on Self-acceptance level among higher secondary school students. Survey method was used in this study. 400 students of class XI and XII were the samples. The investigator adopted the self-acceptance questionnaire to collect the data. Percentage analysis, Mean and t-test were used. There was significant difference among boys, girls and co-education higher secondary school students in their self-acceptance.

Introduction

Self-acceptance is simply 'being happy with one and others.' It is an agreement with oneself to appreciate, validate, accept and support him or her, even those parts he or she like to eventually change. According to Shepard (1979), self-acceptance is an individual's satisfaction or happiness with oneself, and is thought to be necessary for good mental health. Self-acceptance involves self-understanding, a realistic, albeit subjective, awareness of one's strengths and weaknesses. It results in an individual's feeling about oneself that they are of "unique worth". Some psychological benefits of self-acceptance include mood regulation, a decrease in depressive symptoms, and an increase in positive emotions. In addition to that, self-acceptance specifically and significantly predicted harmony in life across all affective profiles. Self-acceptance is also thought to be necessary for good mental health. The higher secondary school students are of 16 years and above. They are in their adolescent period of transmission and change. It is a deeply sensitive time of life and the person. Such children seek out for help, from those with whom they have a continuing contact and they usually mean a teacher, not a specialist.

Need and Significance of the Study

Self-acceptance is the satisfaction or contentment with one-self and his position, and it is a fundamental pillar of mental health and well-being. It involves a realistic understanding and appreciation of one's strengths and weaknesses. Someone who has developed self-acceptance recognizes their unique worth and has a compassionate attitude towards them. They know their limits, but they are not held back by irrational limiting beliefs.

Adolescence is a period, which starts at the age of 13 and goes up to 18. Dandekar (1981) describes the period as "the period of transition from childhood to adulthood". It's a period of great stress and strain, storm and strife. It is the crucial where the young person acquires the physical maturity of an adult. The period of adolescence being the most significant in a person's growth and their development during their school period. Thus the study is intended to examine the type of school and nature of school wise analysis on Self-acceptance level among higher secondary school students.

Objectives

1. To find out the level of self-acceptance of higher secondary school students with regard to type of school.
2. To find out the level of self-acceptance of higher secondary school students with regard to nature of school.
3. To find out whether there is any significant difference in self-acceptance level of higher secondary school students with regard to type of school.
4. To find out whether there is any significant difference in self-acceptance level of higher secondary school students with regard to nature of school.

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Hypotheses

H₀1: There is no significant difference between government and government aided higher secondary school students in their self-acceptance.

H₀2: There is no significant difference among boys, girls, co-education higher secondary school students in their self-acceptance.

Delimitation

1. The study is limited to higher secondary school students in Madurai district only.
2. The investigator has chosen only 400 students as sample for the study.

Methodology

The investigator has adopted survey method in the present study.

Population and Sample

The population for the present study consists of XI and XII Standard students studying in higher secondary schools of Madurai Educational district. The investigators used simple random sampling technique. XI and XII standard students studying in 13 higher secondary schools were randomly chosen. In total, 400 students were chosen as sample for the study.

Table 1
Type of School-Wise Distribution of the Sample

Type of school	No. of students	Percentage
Government	352	88.00
Aided	48	12.00
Total	400	100

From the above table, it is clear that 88.00% of the students are government, 12.00% of the students are aided.

Figure 1
Type of School-Wise Distribution of the Sample

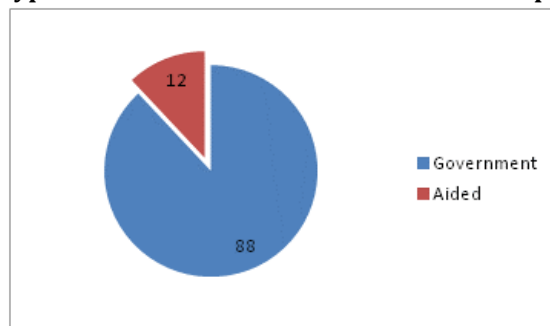
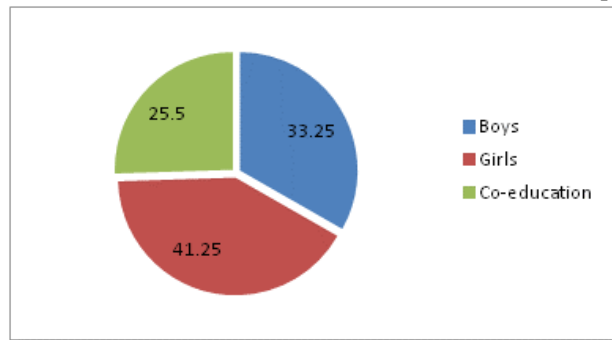


Table 2
Nature of School-Wise Distribution of the Sample

Nature of the School	No. of Students	Percentage
Boys	133	33.25
Girls	165	41.25
Co-education	102	25.5
Total	400	100

From the above table, it is clear that 33.25% of the students are boys, 41.25% of the students are girls and 25.5% of the students are co-education.

Figure 2
Nature of the School-Wise Distribution of the Sample



Tool Used

The Self-Acceptance Questionnaire (Emmanuel and Berger – 2001) was adopted by the investigator. It consists of 36 statements included positive and negative statements.

Analysis of Data

Table 3
Level of Self-Acceptance of Higher Secondary School Students with Regard to Type of School

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Type of School	Government	84	23.9	185	52.6	83	23.6
	Aided	10	20.4	23	46.9	16	32.7

Table 4
Level of Self-acceptance of higher secondary school students with regard to nature of school

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Nature of School	Boys	45	33.8	60	45.1	28	21.1
	Girls	27	16.3	94	56.6	45	27.1
	Co-education	22	21.6	54	52.9	26	25.5

Table 5
Difference between Government and Aided Higher Secondary School Students in their Self-Acceptance

Variable	Type of school	N	Mean	S.D	Calculated 't' value	Table value	Remarks
Type of School	Government	352	82.17	15.32	0.44	1.96	NS
	Aided	48	83.24	18.64			

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

Table 6
Difference among Boys, Girls and Co-Education Higher Secondary School Students in their Self-Acceptance

Category	Mean	Source of variation	Sum of squares	Mean square	Calculated 'F' Value	Table Value	Remark At 5% level
Boys	78.20	Between Within	3360.81 95797.68	1680.41 240.70	6.98	3.02	S
Girls	84.23						
Co-education	84.52						

(At 5% level of significance the table value of 't' is 3.02)

Results and Discussion

- Table 3 reveals that self-acceptance level of higher secondary school students with regard to type of school. In this level 23.9% of government students have low, 52.6% of them have moderate and 23.6% of them have high level of self-acceptance. In this level 20.4% of aided students have low, 46.9% of them have moderate and 32.7% of them have high level of self-acceptance.
- Table 4 reveals that self-acceptance level of higher secondary school students with regard to nature of school. In this level 33.8% of boys higher secondary school students have low, 45.1% of them have moderate and 21.1% of them have high level of self-acceptance. In this level 16.3% of girls higher secondary school students have low, 56.6% of them have moderate and 27.1% of them have high level of self-acceptance. In this level 21.6% of co-education higher secondary school students have low, 52.9% of them have moderate and 25.5% of them have high level of self-acceptance.
- The table 5 reveals that there is no significant difference between government and aided higher secondary school students in their self-acceptance while comparing the mean scores of government ($m=82.17$) and aided ($m=83.24$) higher secondary school students.
- The table 6 reveals that there is significant difference among boys, girls and co-education higher secondary school students in their self-acceptance. While comparing the mean scores of boys ($m=78.20$), girls ($m=84.23$) and co-education ($m=84.52$) higher secondary school students in their self-acceptance, the co-education students are better than the girls and boys school students. This may be due to the fact that the culture may be one of the reasons for this type of significant difference. Also the school and the society provide them with various levels of experiences and activities.

Educational implications

- Equal opportunities and facilities may be provided for all type of schools.
- Motivate the students without any gender difference.
- All the students may be given better opportunity in the school to develop their Self-acceptance.
- Group activities such as project works, group discussions, cultural programmes, sports and games may be conducted in all type of schools to improve their self-acceptance.
- Teacher may not be considered the gender differences in their schools.

Conclusion

Self-acceptance plays a vital role in every human being. Self-acceptance requires consistency, stability and tends to resist change. If self-acceptance changed readily, the individual would lack a consistent and dependable personality. Hence, it was essential to study the important stages of adolescence mainly in the field of higher secondary education level. The results of the study showed that there was significant difference among boys, girls and co-education higher secondary school students.

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