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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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RELATIONSHIP BETWEEN COMMUNICATIVE BEHAVIOUR AND TEACHING COMPETENCY OF SCHOOL TEACHERS

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Abstract

The present study is entitled as “Occupational Stress and Professional Commitment of School teachers”. The purpose of the present study was to find out the Occupational Stress and Professional Commitment of School teachers. The research type was a survey method, which consists of purposive sampling of 250 school teachers in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and ‘t’-test. The majority of the School teachers have moderate level of Occupational Stress and Professional Commitment.

Keywords: *Occupational Stress, Professional Commitment, School Teachers and Simple Random Sampling Technique.*

Introduction

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

Significance of the Study

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

relation to Home Science in higher education, is that the curriculum content is still not indigenous, indicating a lack of research and concern to make home science education relevant to the needs of the Indian society.

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

Objectives of the Study

1. To find the level of occupational stress of school teachers.
2. To find the level of professional commitment of school teachers.

Null Hypotheses

1. There is no significant difference in occupational stress of school teachers with respect to gender.
2. There is no significant difference in professional commitment of school teachers with respect to gender.
3. There is any significant relationship between occupational stress and professional commitment of school teachers.

Delimitations

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

Methodology

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

Population for the Study

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

Sample for the Study

The sample size is 250 is school teachers from 10 schools in Virudhunagar district

Tool

1. Occupational Stress inventory prepared and validated by investigator and guide.
2. Professional commitment scale constructed and validated by the investigator and the guide.

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Objective: 1

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

Table 1 Level of Occupational Stress of School Teachers

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

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

Objective: 2

To find out the level of professional commitment of school teachers.

Table 2 Level of Professional Commitment of School Teachers

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

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

Null Hypothesis: 1

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

Table 3 Difference between Male and Female School teachers in Their Occupational Stress

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

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

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

Null Hypothesis: 2

There is no significant difference between male and female school teachers in their professional commitment.

Table 4 Difference between Male and Female Students' Teachers in their Professional Commitment

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

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

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

Null Hypothesis: 3

There is no significant relationship between occupational stress and professional commitment of school teachers.

Table 5 Relationship Between Occupational Stress and Professional Commitment of School Teachers

Occupational Stress		Professional Commitment		ΣXY	Calculated 'r' Value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
7703	59336209	19503	380367009	150231609	0.098	NS

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

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

Major Findings

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

Interpretation

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

Suggestions of the Study

The following are the suggestions for further research studies.

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

Recommendations of the Present Study

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

Conclusion

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

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STUDY SKILLS AND ACHIEVEMENT IN PHYSICS OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

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

Keywords: *Study Skills, Achievement in Physics, Survey Method, SPSS Software.*

Introduction

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

Significance of the Study

Study skills can provide learners with a beneficial study environment, self-management, reduce stress and anxiety in preparing for exams and also enhance their language skills. Students with effective study skills have been shown to overcome educational failure and improve their physical and mental health. Therefore, the importance of study skills can be never ignored. Unfortunately, not much attention is paid to this aspect in the classroom. Academic excellence of an individual greatly depends on competence in communication of ideas and thoughts both oral and written. Today, Physics language, the lingua franca of the world, is not only the language of communication; it is also a tool for learning also. Obviously, ability to communicate orally in the target language is in evitable. Teachers are key change agents in the classroom. Effective performance of a

teacher depends on his own personal effectiveness, his technical competence, his managerial experience etc. Kothari Commission (1964-68) emphasized in its report that the teachers are having crucial role to play in the educational system. Student teachers of all disciplines need to listen actively, make good oral presentation, and raise their doubts clearly and coherently in order to get thorough understanding. Student teachers learn to think and act in a particular way in order to make an effective communication both as a learner and as teachers. Today, many students even after completing about 15-20 years of education cannot communicate what they are supposed to communicate effectively so if it is Physics language. They cannot comprehend the language and do not have the ability to respond back. Thus, it is very essential to assess the influence of Study skills and achievement in Physics of higher secondary school students.

Objectives of the Study

1. To find out the level of study skills of higher secondary school students.
2. To find out the level of achievement in Physics of higher secondary school students.

Hypothesis of the Study

1. There is no significant difference between male and female higher secondary in their study skills.
2. There is no significant difference between male and female higher secondary in their achievement in Physics.
3. There is no significant relationship between study skills and achievement in Physics of higher secondary students.

Methodology

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

Population for the Study

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

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 students from *ten* higher secondary schools of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Tool

- Study Skills questionnaire prepared and validated by investigator and guide.
- Achievement in Physics of the students is assessed by the marks obtained by them in the Half-yearly examinations in Physics subject.

Statistical Techniques

Percentage, Mean and Standard Deviation.

Analysis of Data

Objective: 1

To find out the level of study skills of higher secondary students.

Table 1 Level of Study Skills of Higher Secondary Students

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

The above table shows that, 48.7% of higher secondary students have low, 36.7% of them have moderate and 14.7% of them have high level of study skill.

Objective: 2

To find out the level of achievement in Physics of higher secondary students.

Table 2 Level of Achievement in Physics of Higher Secondary Students

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

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

Null Hypothesis: 1

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

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

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

(At 5 % level of significance, for df 283, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (4.793) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary students in their study skills.

Null Hypothesis: 2

There is no significant difference between male and female higher secondary in their achievement in Physics.

Table 4 Difference between Male and Female Higher Secondary in their Achievement in Physics

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

(At 5% level of significance, for df 283, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.458) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary students in their achievement in Physics.

Null Hypothesis: 3

There is no significant relationship between study skills and achievement in Physics of higher secondary students.

Table 5 Relationship between Study Skills and Achievement in Physics of Higher Secondary Students

Study Skills		Achievement in Physics		ΣXY	Calculated 'r' Value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
36290.00	1316964100	25727.0	661878529	933632830	0.046	NS

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

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

Finding of the Study

- The level of study skills of higher secondary students. is low.
- The level of achievement in Physics of higher secondary students. is moderate.
- There is a significant difference between male and female higher secondary in their study skills.
- There is a significant difference between male and female higher secondary in their achievement in Physics.
- There is no significant relationship between study skills and Achievement in Physics of higher secondary students.

Interpretation

1. The finding of present study concludes that there is significant difference between male and female higher secondary students in their study skills. Female (125.17) are better than male (117.61) higher secondary students in their study skills. This is may be due to fact that female have more interest, dedication and involvement than male in their study skills.
2. There is no significant difference between male and female higher secondary in their achievement in Physics. Female students (87.00) are better than male students (84.19) in their achievement in Physics. This is may be due to fact that female more interest in academic and also extra care and give proper coaching for their study.

Recommendations

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

Suggestions for the Study

1. The following suggestions were presented for further research the same study can be undertaken in other provinces of Viradhunagar district with a large sample and extending some more socio-psychological variables.
2. The research study based on sample drawn by adopting multi stage viz., national level; province level and sub-province level can be considered by taken some significant variables for predicting academic achievement of secondary students by adopting hierarchical linear modeling approach for identification of significant predictors at national level; province level and sub province level.

Conclusion

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

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RELATIONSHIP BETWEEN HOME ENVIRONMENT AND ACHIEVEMENT IN TAMIL OF HIGHER SECONDARY STUDENTS

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Abstract

The current research is entitled as Relationship between Home Environment and Achievement in Tamil of Higher Secondary Students. Home environment involves a set of behaviors, feelings, and expectations that are unique to a given relationship between the family members. Tamil subject are essential in the branch of science courses. It is the newly formed constituent of any science based professional courses such as Agriculture, Medicine and Engineering etc., and there are numerous factors that significantly affect the knowledge about Tamil among Higher Secondary students such as science attitude, science interest, science motivation, achievement motivation, school environment, problem solving ability, pedagogical factors and technological factors etc., In this relationship the aim of the current research was to discover the Relationship of Home Environment and Achievement of Tamil of Higher Secondary students. The form of research was a survey study which involves purposive sampling of 300 higher secondary students in Virudhunagar district. Data interpretation was performed using statistical analysis tools in percentage analysis, mean, standard deviation and t -test. Most of the students of higher secondary level possess average level of Home Environment and Achievement in Tamil.

Keywords: *Home Environment, Tamil and Higher Secondary Student Achievement.*

Introduction

Human beings are never out of a social environment not only does it modify the very fabric of the individual or simply forces him to acknowledge the facts but also offers him/her a pre-prepared system of signs. It subjects him to a line of duties. There are two environments that are influenced in the life of a child, which are home and school environments. The social-biological unit that has most impact on the development and maintenance of the behavior of the individual is that of the family. The home psychological atmosphere can be in any of the four quadrants all of which portray some of the four general combinations: acceptance - autonomy, acceptance -control, Rejection- autonomy and rejection-control reported that utterance-affection and achievement expectations, demands and standards are two dimensions of parental behavior that have been considered significant by recently conducted researchers. Higher Secondary Stage of Education as a feeder stage to majority of the professional courses in the country has received its own meaning. It is also the final phase of school education and then higher education. When this stage was still in perspective, the Education Commission (1964-66) suggested a standard pattern of school education in all the states and union territories (the 10 + 2 + 3 pattern). It is currently this 10+2 structure that is being adhered to in each and every state and Union Territory of India.

Need and Significance of the Study

Home environment is comprised of a set of behaviors, feeling, and expectations that are distinctive of a given relationship among the family members. The connection entails the entire scope of a family development. One of the most significant relationships that people develop during the life span is the one of parent and child. The stability of the marriage of the parents, the age of the member, his experience, his self-confidence, the socioeconomic environment and the peculiarities of the child in comparison with the ones of the parent influence the quality of the relationship between family members. The Advancement of the Mind, independent, or but very slightly dependent, of Moral and Spiritual Advancement, has acted against the Advancement of Man towards Love, Sympathy and Brotherhood. The emotions and impulses of man are not refined, and love and sympathy are not awakened. The absence of fear of God in the heart of man renders his knowledge and particularly science hazardous to the safety of the human race. home environment is crucial in it. This research will certainly shed more weight on the attitude of college students towards home environment.

Tamil subject are important in the branch of science courses. It is the new element of any science based professional courses such as Agriculture, Medicine and Engineering etc and there are numerous aspects that significantly affect the knowledge of Tamil among Higher Secondary pupils such as science attitude, science interest, science motivation, achievement motivation, school environment, problem solving ability, pedagogical factors and technological factors etc., Of which home environment makes the greatest impact according to the development of the Tamil knowledge is concerned. Therefore the researcher is supposed to conduct a study on home environment and achievement among Tamil higher secondary students.

Objectives

1. To determine the home environment of higher secondary students.
2. Determine the level of achievement of Tamil of higher secondary students.

Hypotheses

1. No appreciable variation in the home environment of higher secondary students exists as to gender.
2. Home environment of higher secondary students shows no significant difference as regards type of family.
3. No achievement difference was found between Tamil of higher secondary students compared to gender.
4. Achievement in Tamil of higher secondary students has no significant difference with regard to type of family.
5. Home Environment and Achievement of Tamil is not related in higher secondary school students.

Delimitations of the Study

1. Only higher secondary students are considered in this work.
2. The present study is restricted to Virudhunagar district in Tamilnadu.

Sample for the Study

John W. Best and James V. Kahn (1980) define a sample as a small percentage of a population that is used in observation and analysis. In the current study, the researcher has chosen randomly 300 higher secondary pupils in Virudhunagar district.

Tools used for Present Study

- Home environment questionnaire on higher secondary students, that was developed and standardized by Nisha Sangwan and Thomas (2015).

- In the half yearly Tamil examination achievement in Tamil is calculated using the marks that the students get in the examination.

Statistical Techniques Used

The statistical tools that have been employed in this research include Percentage analysis Mean, SD and t test.

Analysis of Data

Objective: 1

To find out the level of home environment of higher secondary students.

Table 1 The Level of Home Environment of Higher Secondary Students

Level	Scores	No. of Students	Percentage
Low	55 and below	26	8.7
Moderate	Between 56 and 66	227	75.7
High	67 and above	47	15.7

As seen in the above table, it is assumed that among higher secondary students, 8.7% have low level and 75.7% have moderate level and 15.7% have high level of home environment.

Objective: 2

To find out the level of achievement of Tamil of higher secondary students.

Table 2 Level of Achievement in Tamil of Higher Secondary Students

Level	Scores	No. of Students	Percentage
Low	55 and below	35	14.2
Moderate	Between 56 and 66	179	71.9
High	67 and above	35	14.1

The above table indicates that 14.10% of students in Higher secondary have low level, 71.9% have moderate level and 14.1% have high level of Achievement in Tamil.

Null Hypothesis No. 1

There is no significant differences between male and female higher secondary school students in their home environment.

Table 3 Difference between Male and Female Higher Secondary Students in their Home Environment

Variable	Gender	Mean	SD	N	Calculated 't' value	Remark
Home Environment	Male	20.4239	3.12816	93	1.535	NS
	Female	21.0318	2.94919	157		

(Table value of 't' at 5% level of significance is 1.96)

The above inferential table implies that the value of calculated t (1.53) is smaller than the table t (1.96) at a level of significance of 5%. The null hypothesis is, therefore, accepted. It demonstrates that the male and female higher secondary students do not differ significantly in terms of their home environment.

Null Hypothesis: 2

Nuclear and joint family of higher secondary students do not have any significant difference in their home environment.

Table 4 Difference between Nuclear and Joint Family Higher Secondary Students in their Home Environment

Variable	Type of Family	N	Mean	SD	Calculated 't' Value	Remark
Home Environment	Nuclear	158	20.7215	2.97735	0.588	NS
	Joint	92	20.9560	3.11595		

(Table value of 't' at 5% level of significance is 1.96)

As it is deduced in the above table, the value of t (calculated 0.588) is lower than the value in the table (1.96) at the 5 percent level of significance. This means that the null hypothesis is accepted. It demonstrates that the differences between nuclear and joint family of higher secondary students do not lie significantly in their home environment.

Null Hypothesis: 3

The difference between male and female higher secondary students in their Achievement in Tamil is not significant.

Table 5 Difference between Male and Female Higher Secondary Students in their Achievement in Tamil

Variable	Gender	N	Mean	SD	Calculated 't' Value	Remark
Achievement in Tamil	Male	92	64.0478	55.58902	1.97	S
	Female	157	63.9203	53.72048		

(Table value of 't' at 5% level of significance is 1.96)

The above table can be inferred as that the calculated t (1.97) is larger than the table t (1.96) at 5% level of significance. Therefore, the null hypothesis gets rejected. It demonstrates the existence of a high difference between male and female higher secondary students in their Achievement in Tamil.

Null Hypothesis: 4

It is not significant that there lies a difference between nuclear and joint family of higher secondary students in their Achievement in Tamil.

Table 6 Difference between Nuclear and Joint Family of Higher Secondary Students in their Achievement in Tamil

Variable	Family Type	N	Mean	SD	Calculated 't' Value	Remark
Achievement in Tamil	Nuclear	158	63.9486	54.77202	0.787	NS
	Joint	91	64.0001	54.68311		

(Table value of 't' at 5% level of significance is 1.96)

It is concluded in the above table that the obtained t with the help of calculation (0.787) is less than the t in the table (1.96) at 5 percent in the level of significance. The null hypothesis is therefore accepted. It reveals that it does not have a significant difference in the Achievement in Tamil of nuclear family and joint family of higher secondary students.

Null Hypothesis: 5

No relationship exists between the Home Environment and Achievement in Tamil of Tamil higher secondary school students.

Table 7 Relationship Between Home Environment and Achievement in Tamil of Higher Secondary School Students

Correlation	Calculated value of 'r'	Count	Table Value	Remarks
Home environment and Achievement in Tamil	0.080	249	0.133	NS

It is concluded that the calculated value (0.080) is less than the table value (0.133) df (247) at 5% level of significance. Therefore the Null Hypothesis is accepted as the result.

Major Findings

Descriptive Analysis

1. 8.7 percent of high secondary students have low level, 75.7 percent have moderate level and 15.7 percent have high level of home environment.
2. Higher secondary students (14.10 more) have low level, 71.9% moderate level and 14.1% high level of achievement in Tamil.

Inferential Analysis

1. Male and female higher secondary students do not have much variation in their home environment.
2. There is no substantial distinction between the nuclear and the joint family female higher secondary students in the home environment.
3. There is a huge disparity between the achievement of male and female higher secondary school students and that of their achievement in Tamil.
4. Nuclear and joint family of higher secondary school students do not differ significantly in terms of their achievement in Tamil.

Interpretation

The result indicates that there is a significant difference between male standard and female higher secondary school students in their achievement in Tamil. (i.e) the mean value male students is bigger than the mean value female students. This could be because the male students can take part in rich co-curricular programme, besides they can have more time to interact with their classmates. Then they achieve high level in Tamil.

Recommendations of the Study

- Parents must attempt to create understanding and friendlier house setting to their adolescents.
- The students must be given the chance to perform well irrespective of gender, ethnicities, social background or any other factors that may be contributing towards their under performance. But in the end they must be stimulated and a desire to learn and achieve must be inculcated, which will help to do away with the exclusion and disengagement that characterize the mind of many towards our Education System.

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RELATIONSHIP BETWEEN PARENTAL SUPPORT AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract

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

Keywords: *Parental Support, Academic Achievement, Descriptive, Significant, Survey Method.*

Introduction

Education is important from various points of view. Its field of activity is so wide that all activities and experiences are embraced in its sphere of work. Essentially it is a process of development, a development of the latent inherent capacities of a child to the fullest extent. It sublimates the animal basic instincts in a child to socially useful activities, habits of thinking and behaving. It inculcates in a child higher moral and social ideals together with spiritual values, so that he is able to form a strong character useful to his own self and the society of which he is an integral part. "Education means the bringing out of the ideas of universal validity which are latent in the mind of every man". –**Socrates**.

"Education is a process by which the child makes the internal external". **Froebel**. "Education is the manifestation of perfection already present in man".

Significance of the Study

A major goal in the health caring of today's youth is education so that adolescents can become knowledgeable about the relationship between their lifestyle and their physical and mental health. They also need help in achieving the maturity essential to choose a healthy lifestyle and accept responsibility for their personal health. Adolescents need health caring providers who are able to communicate with them in a manner they can understand, and who respect them as unique individuals. Academic failure may lead to frustration and poor adjustment in them. They are emotionally disturbed and develop an unhealthy attitude towards life. The sense of failure complex which in turn may lead to a retreat into non communicative fantasy or overt misbehaviour.

So the important noncognitive factors which are more complementary to achievement have been taken like Academic achievement, parental support whose constant support exert on the child shows increased achievement. They are further challenged from different angles to develop this personality as they are involved in all the activities of the school. The student's parental support and academic achievement of them and the ways to enhance it are of great importance for every teacher. Through the findings of the study, one can

understand that the extent of relationship between adjustment and academic achievement. The assessment of the adjustment and academic achievement of the individuals can help the competent authorities to develop the adjustment of the students

Objectives of the study

1. To find out the level of parental support of high school students.
2. To find out the level of academic achievement of high school students.

Hypothesis

1. There is no significant difference between male and female high school students in their parental support.
2. There is no significant difference between male and female high school students in their academic achievement.
3. There is no significant relationship between parental support and academic achievement of high school students.

Methodology

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

Population for the Study

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

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 high school students from 10 high and higher secondary schools in Virudhunagar district.

Tool

- Parental support Scale prepared and validated by investigator and the guide.
- The academic achievement refers to the scores achieved in the quarterly examination (2025) marks from secondary school students.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of Data

Objective: 1

To find out the level of Parental support of higher secondary students.

Table 1 Level of Parental support of High School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
148	49.3	92	30.7	60	20.0

It is inferred from the above table that 49.3% of the high school students have low, 30.7% of them have moderate and 20.0% of them have high level of parental support.

Objective: 2

To find out the level of Academic achievement of higher secondary students.

Table 2 Level of Academic Achievement of High School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
161	53.7	82	27.3	57	19.0

It is inferred from the above table that 53.7% of high school students have low, 27.3% of them have moderate and 19.0% of them have high level of Academic achievement.

Null Hypothesis: 1

There is no significant difference between male and female high school students in their parental support.

Table 3 Difference Between Male And Female High School Students In Their Parental support

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	137	137.263	12.18	2.558	S
Female	163	140.712	11.15		

It is inferred from the above table that calculated 't' value (2.558) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female high school students in their parental support.

Null hypothesis: 2

There is no significant difference between male and female high school students in their academic achievement.

Table 4 Difference Between Male and Female High School Students in their Academic achievement

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Male	137	137.263	12.18	2.558	S
Female	163	140.712	11.15		

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

It is inferred from the above table that calculated 't' value (2.558) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female high school students in their academic achievement.

Null Hypothesis: 3

There is no significant relationship between parental support and academic achievement of high school students.

Table 5 Significant Relationship between Parental Support and Academic Achievement of High School Students

Adjustments Behaviour		Academic Achievement		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
417410	174231108100	6669	44475561	2783707290	0.047	NS

It is inferred from the above table that the calculated 'r' value (0.042) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that There is no significant relationship between parental support and academic achievement of high school students.

Major Findings

1. The level of parental support of high school students is low.
2. The level of academic achievement of high school students is low.
3. There is significant difference between male and female high school students in their parental support.
4. There is significant difference between male and female high school students in their academic achievement.
5. There is no significant relationship between parental support and academic achievement of high school students.

Interpretation

1. The 't' test result shows that there is significant difference between male and female high school students in their parental support. Female students (140.712) are better than male (137.263) in their parental support. This is may be due to fact that female students may participate rich co-curricular programme and also they have more opportunity to mingle among their classmates.
2. The 't' test result shows that there is significant difference between male and female high school students in their academic achievement. Female students (141.71) are better than male students (137.26) in their academic achievement. Female have more paternal caring than male students.

Recommendations

1. The practicing science teachers to be given more orientation and refresher courses in psychology and guidance and counseling to make them update and abreast in the subject concerned as well as in child rearing, caring and nurturing of adolescents.
2. Compensatory programmes to be chalk out and introduce for those students who are hailing from poor socio familial conditions.

Suggestions of the Study

1. A comparative study of Academic achievement, Study Habits, Achievement Motivation as correlates Achievement in Biology among students of CBSE and State level.
2. A study can be conducted to identify the role of local bodies in creating awareness among parents about the educational responsibilities.

Conclusion

In this study, it was discovered that there is a considerable disparity in adjustment baviour between male and female higher secondary students. Female high school students perform better than males in terms of parental support of high school students in Relation to Academic achievement. If there are any concrete

benefits from parent-child participation, they are likely to include higher educational expectations, lower truancy, reduced absenteeism, and a greater emphasis on homework and all of which should ideally lead to enhanced academic accomplishment.

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PARENTAL INVOLVEMENT ON STUDENTS' BEHAVIOR AMONG HIGHER SECONDARY STUDENTS

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Abstract

The focus of present study was to ascertain the influence of parental involvement and students behavior among higher secondary students. Descriptive survey method was used to conduct the study. The sample comprises of 300 high school students acquired from ten high and higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of adjustment behaviour is moderate in Virudhunagar district. The findings reveal that there is significant relationship between parental involvement and students behavior of high school students in Virudhunagar district.

Keywords: *Parental Involvement, Students Behavior, Simple Random Sampling Technique and SPSS Software.*

Introduction

The term **parental involvement** is constituted by two words- **mental** and **health**. **Mental** means mind. It is cognitive or intellectual power of human. The word **health** means different things to different people, depending on the situation combination with other words. In specific, it is wellness or goodness or well functioning of a system. In general, according to WHO (2001b, P.1) —health is a state of complete physical, mental, and social well being, and not merely the absence of disease or infirmity." So, simple meaning of parental involvement is that it is good or proper functioning of mind. In previous stage, parental involvement was considered as free from mental illness. But mental illness is not a guarantee of good parental involvement. It is totally negative aspect of parental involvement. Later positive aspects of parental involvement were considered and defined in different way. Some definitions of parental involvement are given below.

The concept of Adjustment was first given by Darwin who used it as an adaptation to survive in physical world. Human beings are able to adjust to the physical, social and psychological demands that arise from having interred dependability with other individual. Adjustment is an organizational behavior in life situations at home, at school, at work in growing up and in ageing. It is the course of behavior; an individual follows in relation to the demands of internal, external and social environment.

The Higher secondary Stage of Education, being a feeder stage to most of the professional courses in the country has got its own significance.

Need and Significance of the Study

Parental involvement is "a state of well-being in which the individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively and fruitfully, and is able to make a contribution to his or her community." There is emerging evidence that positive parental involvement is associated with improved health outcomes. Effectiveness of teaching and the mindset of the learners go hand-in-hand. So

understanding the mindset of the students can help the teachers to align the teaching to become more effective. Parental involvement assessment helps in understanding the general state of mind of the students. It brings out the general as well as specific mindset of the students. This also at times discloses if any students used specific support to cope with any stressful situation. So, we clearly see the need of parental involvement assessment in school.

Adolescence is not necessarily, as was believed at one time, a period of constant stress and strain. Some people are helped to experience a gradual, relatively peaceful and successful continuation of development from early childhood to adulthood (Crow & Crow,1996).Problem in adjustments is common in the adolescents. Due to physical, mental and emotional changes, they feel many type of students behavior. Some time they behave like child and some time they behave like adult, adventurous, freedom etc. these types of situations create students behavior with the others. They feel problems to make a balance between self and environment. There is high need know to guide and emotional support to them. So, it is necessary to know, what kind of students behavior face adolescents in their educational & social environment and how we can help them to make a better balance between the students and their self's. Hence the investigator is intended to do research on '**Parental involvement and Students behavior among higher secondary students** '.

Objectives

1. To find out the level of parental involvement among higher secondary students.
2. To find out the level of students behavior among higher secondary students .

Null Hypotheses

1. There is no significant difference between boys and girls among higher secondary students in their parental involvement.
2. There is no significant difference between boys and girls among higher secondary students in their students behavior.
3. There is no significant correlation between parental involvement and students behavior among higher secondary students with the variable.

Delimitations of the Study

1. The present study was selected demographic variables such as gender, residence, location of school, nature of school, type of school, medium of instruction and parents monthly income.
2. The study is limited to higher secondary students only staying in to Srivilliputtur Taluk only.

Population of the Study

The population of the present study consists among higher secondary students studying in government, government Aided and private high schools in Srivilliputhur Taluk, Virudhunagar district of Tamil Nadu.

Sample for the Study

The sample of this study consists of 300 high school students studying in Srivilliputtur taluk. The distribution of the sample is given as follows.

Tools Used for Present Study

1. Parental involvement Scale is prepared and validated by investigator and guide (2025).
2. Students behavior is prepared and validated by investigator and guide (2025).

Statistical Techniques Used

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

Analysis of Data

Objective: 1

To find out the level of parental involvement among higher secondary students.

Table 1 Level of Parental Involvement among Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	No.	%
64	21.3	177	59.0	59	19.7

It is inferred from the above table that, 21.3 % among higher secondary students have low, 59.0 % of them have moderate and 19.7 % of them have high level of parental involvement.

Objective: 2

To find out the level of students behavior among higher secondary students.

Table 2 Level of Students Behavior among Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	No.	%
38	12.7	213	71.0	49	16.3

It is inferred from the above table that, 12.7 % among higher secondary students have low, 71.0% of them have moderate and 16.3% of them have high level of students behavior.

Null Hypothesis: 1

There is no significant difference between boys and girls higher secondary students in their parental involvement.

Table 3 Difference between Boys and Girls among Higher Secondary Students in their Parental Involvement

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Male	171	161.78752	32.51476	1.706	NS
Female	129	161.85022	30.13808		

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

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

Null Hypothesis: 2

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

Table 4 Difference Between Male and Female among Higher Secondary Students in their Students Behavior

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	150	81.07852	10.06338	0.813	NS
Female	150	81.06862	10.92994		

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

It is inferred from the above table that calculated 't' value (0.813) is less than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female higher secondary students in their students behavior.

Null Hypothesis: 3

There is no significant relationship between parental involvement and students behavior among higher secondary students.

Table 5 Significant Relationship between Parental Involvement and Students behavior among Higher Secondary Students

Parental involvement		Students behavior		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
32206	112662	3490384	44216406	12094992	0.021	NS

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

It is inferred from the above table that the calculated 'r' value (0.021) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between parental involvement and students behavior among higher secondary students.

Major Findings

Descriptive Analysis

- 21.3 % among higher secondary students have low, 59.0 % of them have moderate and 19.7 % of them have high level of parental involvement.
- 33.3% of the boy students have low, 46.8% of them have moderate and 19.9% of them have high level of parental involvement.
- 5.4 % of the girl students have low, 75.2% of them have moderate and 19.4% of them have high level of parental involvement.
- 12.7 % among higher secondary students have low, 71.0% of them have moderate and 16.3% of them have high level of students behavior.
- 13.3% of the male higher secondary students have low, 68.7% of them have moderate and 18.0% of them have high level of Students behavior.
- 12.0% of the female higher secondary students have low, 73.3% of them have moderate and 14.7% of them have high level of Students behavior among higher secondary students.

Inferential Analysis

- There is no significant difference between boy and girl higher secondary students in their parental involvement.

2. There is no significant difference between male and female higher secondary students in their Students behavior.
3. There is no significant relationship between students behavior and achievement in History among higher secondary students.

Interpretation

The 't' test result shows that there is significant difference between day-scholar and hosteller higher secondary students in their parental involvement. While comparing the mean scores of day-scholar students are better than the hosteller students in their parental involvement. This may be due to the fact that, the day-scholar student's parents create a positive (but realistic) attitude among their children and appreciating their activities in proper manner. Moreover they have opportunity to collaborate and express their reaction in their family members, and the students spend more time with their parents; this may help to develop parental involvement. So they have high level of parental involvement.

Recommendations of the Study

1. The parents should encourage a positive attitude among toward themselves, while at the same time behaving responsibly towards others.
2. The teacher should encourage students to focus on how much they have improved over time instead of focusing on how their peers are doing.
3. The teacher may encourage and help the higher secondary students to set reasonable goals and evaluate realistically.
4. The school rules and regulates should largely and adequately be focused to the students . Research underscores the importance of school rules and perceived fairness in regard to student's problems. It is evident that schools in which rules are effectively enforced have lower rates of student victimization and student delinquency.
5. A harmonious relationship among the staff should be established. Blum, Me Nelly reports that safe, caring, participatory and responsible school climate tend to foster greater attachment to school and provide the foundation for social, emotional of students.

Suggestions for Further Research

1. Attempt can be done in parenting skill on imparting values to their children, because the society is moving towards technological world with decline in ethical values essential for life. It is the duty of the parents to develop better citizens to the nation.
2. The study was restricted to rural and urban students. It can be extended to tribal and coastal area students.
3. A study can be conducted on support of teachers in building parental involvement.
4. A comparative study can be conducted on the maternal and paternal support given to adolescent children on parental involvement and academic achievement.
5. A study can be conducted on other contributing factors of the parents in parental involvement and academic achievement of the children.

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ATTITUDE TOWARDS SOCIAL MATURITY AMONG HIGHER SECONDARY STUDENTS

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Abstract

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

Keywords: *Social Maturity, Significant and Survey Method.*

Introduction

Education is the process of bringing desirable changes in the behavior of human beings. It can also be defined as the process of imparting or acquiring knowledge and habits through instruction or study. Education comprises instruction, teaching, information gathering, knowledge gathering and transmittance, study and reflection, discussion, demonstration of pilot programmes. Imparting knowledge is only a fragment of education. Real education strives to awaken curiosity of children, develop creative and critical thinking in them and inculcate desirable values. Education is the means to a better way of living for many and for others. It is the process of teaching required skills. Education is concerned with teaching the members of the society how they are expected to behave in variety of selected situations. Education is an activity or a process, which transforms the behavior of a person from instinctive behaviour to human happiness.

Significance of the Study

Well-being is an admixture of affective, cognitive and somatic state of affairs. It presents an overall view of subjective well-being (Joseph and Lewis, 1998). It also includes motivational experiences of life with subjective feeling of satisfaction. They involve multiple life situations as belongingness, creativity, education, familial responsibilities, facial complexities, health (all mental, physical and social health), matrimony, opportunities self-esteem and trust in others. Satisfaction is an over whelming term which goes beyond the context of wellbeing. Restoration, homeostatic and drive reduction are its determinants. It is an experience unique to humans and is bombarded with values and morals. This has an effect on well-being. However, situational factors fail, as compared to long term influences on well-being. Psychological well-being is also exhibited in socially desirable ways. On the other hand like its name, subjective wellbeing is a subjective experience Well-being is also related to the constructs of hope, efficacy and optimism. Hope includes both will and ways, optimism denotes general expectancy that one will experience good outcome in life. Social psychologists have perfected this over decades, carefully refining survey questions that tap people's innermost feelings of connectedness They also measured "loneliness," the difference between desired and actual social

interactions. Each concept was measured with a set of about 10 questions, which, with a little statistics magic to account for individual bias, form a consistent score for each person. The more people use social networking, the better they feel. They have higher levels of both kinds of social capital, and feel less lonely.

Objectives of the study

1. To find out the level of social maturity among higher secondary students.

Hypothesis

1. There is no significant difference between Tamil and English medium higher secondary school students in their social maturity.
2. There is no significant difference between nuclear and joint family higher secondary school students in their social maturity.

Methodology

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

Population for the Study

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

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 higher secondary school students from 10 higher secondary schools in Virudhunagar district.

Tool

Social maturity scale prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of data

Objective: 1

To find out the level of social maturity of higher secondary students.

Table 1 Level of Social Maturity among Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
93	31.0	125	41.7	82	27.3

It is inferred from the above table that, 31.0% of higher secondary students have low, 41.7% of them have moderate and 28.3% of them have high level of social maturity of higher secondary students.

Null hypothesis: 1

There is no significant difference between Tamil and English medium higher secondary students in their social maturity.

Table 2 Difference Between Tamil and English Medium Higher Secondary Students in their Social maturity

Medium	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Tamil	174	148.19	17.040	0.852	NS
English	126	149.88	16.896		

It is inferred from the above table that calculated 't' value (0.852) lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between Tamil and English medium higher secondary students in their social maturity.

Null Hypothesis: 2

There is no significant difference between nuclear and joint family higher secondary students in their social maturity.

Table 3 Difference Between Nuclear and Joint Family Higher Secondary Students in their Social Maturity

Family type	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Nuclear	196	145.83	17.263	4.431	S
Joint	104	154.68	14.841		

It is inferred from the above table that calculated 't' value (4.431) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is no significant difference between nuclear and joint family higher secondary students in their social maturity. Joint family students are better than nuclear family students in their social maturity.

Major Findings

1. The level of social maturity of higher secondary school students is moderate.
2. There is no significant difference between Tamil and English medium higher secondary students in their social maturity.
3. There is significant difference between nuclear and joint family higher secondary students in their social maturity.

Interpretation

The finding of current study reveals that there is no significant difference between nuclear and joint family higher secondary students in their social maturity. Joint family students are better than nuclear family students in their social maturity.

Recommendations

1. The study of social maturity of higher secondary students should be part of syllabus.
2. Co-curricular and extracurricular activities should be encouraged to promote awareness of social maturity.
3. Teachers should provide opportunities for their students to become aware social maturity.
4. Teachers should provide opportunities for their students to become aware of social maturity.

5. Various magazines and newspapers which may carry interesting and useful articles, stories, poems, advertisement and cartoons related to social maturity should be made available should be made available to the students.

Suggestions of the study

1. Replica of the study may be conducted with the other systems like all type of school.
2. A study on the relationship social maturity and personality development of students.
3. A comparative study of social maturity of rural and urban students may be carried out.
4. Replica of the present study may be conducted with the other districts
5. Replica of the study may be conducted with other variables
6. Replica of the study may be conducted with other standards

Conclusion

The objective of the present investigation was to study the social maturity among higher secondary in Viradhunagar. This study may be found to be useful in the field of education. The recommendations given by the investigator may be very helpful for improving the social maturity among higher secondary in Viradhunagar. This study will be more fruitful when the suggestions given by the investigator are applied for further study and it will be of a great help for those who want to study further in this field.

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