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Total Pages 78



## Table of Contents

SL. No	Contents	Pages
1	Parental Involvement in Education Dr. C. VENKATRAMANA REDDY	1-10
2	Social Intelligence and Social Maturity of IX Standard School Students in Thuckalay Educational District J. IENSTIN JOSE U.V. AJITHA KUMARI	11-20
3	Best Practices in Classroom Management A. SAMEEMA	21-27
4	Life Skills and Self-Concept of Adolescents in Kuzhithurai Educational District J. AUSHLIN JUSTINA Dr. A BEAULA	28-35
5	A Study on Time and Tasks Required by The Primary School Teachers to Perform the Routine Work in The School J. MERLIN JASMINE MARY	36-51
6	Classroom Adjustment and Study Habits of IX Standard Science Students of Kuzhithurai Educational District USHA RANI. J.C,	52-61

7	College and University Libraries E. SUBBULAKSHMI	62-70
8	A Study on Environmental Awareness and Ecological Behaviour among Arts and Science College Students in Kanyakumari District M. AJANTHA MARY R. SUNITHA	71-78

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## Parental Involvement in Education

Dr. C. VENKATRAMANA REDDY

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The 21<sup>st</sup> centuries' growth in various sectors has led our country towards achieving the distinction of one of the growing nations in the world. Various efforts have been made by the Government as well as Non Government Organizations but the literacy rate is increased if we compare it with the few decades back, but the cent percent literacy, quality and skill based education is not reach to the global requirements. This may caused by the various factors. Among these factors, socio-economic statuses, parental attitude, their interest to give education to their children, their awareness regarding education and so on play a vital role. While parents of the disadvantaged children are not highly in favor of schooling and education of their children, today's scenario might have improved with widespread awareness regarding value of education. In this context, it is imperative to evaluate the parental involvement in education.

**Key Words:** Parental education, school, attitudes of the parents, home environment, parent's socio economic factors.

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## Introduction

Parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Education means bringing all-round development of the child this will take place not only in the schools but also at home. In this case parents also play key role in education. Under the circumstance children hardly get the attention a right type of handling that they need, at school. How many of us realize that a child in any of the school spends less than 200 days out of 365 in the year at school, and remains there on an average of anything from 4 to 6 hours a day. The rest of hours and day he is under the influence of the parents and in the home. How great therefore is the parent's responsibility for the education of the child; if the child is ignored or neglected at school, should he be ignored or neglected in the home.

Paul witty the famous American psychologist and educator who has done pioneer work on children says that much of the responsibility of helping children lies with the parents. Every child is an individual and must be handled differently. No one can understand him better than his parents; no one can help him as they can.

## Right to Education 2010

In April 2010, universal, free and compulsory education, was stated as the 8th Fundamental Right and according to it, throughout the country children under the age group of 6 to 14 would receive free and compulsory education. India is considered as the 135th country imparting free and compulsory education within the age group of six to fourteen years.

## Education in India: Post Independence period

During the time of Independence, India's education system was characterized by regional, gender, caste and structural imbalances. Only 14 per cent of the population was literate and only one out of three children were enrolled in primary schools (Government of India, Ministry of I & B, (1996), India 1995, P.79).

## The Constitution of India and Education

The constitution of India was framed in 1950 with an objective to guarantee social, political and economic justice to all irrespective of caste, creed and religion. It was well visualized that, development in education along with other allied sectors would play a vital role in bringing about desirable changes in the country. It was planned that the backward sections of the Indian population i.e. Scheduled Castes and Scheduled Tribes and other backward classes must be provided opportunity in education to develop critical thinking and self determination and contribute to the progress of the country. These promises laid the foundation for the attempt of Universalization of Primary Education in India. In 1950, target was set to universalize primary education among the entire eligible category of children within the age group of 6-14 years of age within a span of 10 years. During that period a great deal of expansion in education facilities was achieved. However, universalization was still a distant dream.

### Significance of the Study

Achieving the distinction of one of the growing nations in the world. Various efforts have been made by the Government as well as Non Government Organizations but the literacy rate is increased if we compare it with the few decades back, but the cent percent literacy is not achieved till today. The literacy rate of the disadvantaged community is still poor.

In Andhra Pradesh, in spite of the various constitutional safeguards and all the different schemes by the state government, literacy level of the rural and disadvantaged mass is found to be much lower than that of the rest of the society. This may caused by the various factors. Among these factors, socio-economic statuses, parental attitude, their interest to give education to their children, their awareness regarding education and so on play a vital role. While parents of the disadvantaged children are not highly in favor of schooling and education of their children, today's scenario might have improved with widespread awareness regarding value of education. In this context, it is imperative to evaluate the perceptions and attitude of these parents.

The parents, today, exhibit a positive and favorable attitude towards their children's education as a result of increasing awareness of values of education through Government endeavors and initiatives.

## Objectives

1. To examine the attitudes of parents towards schooling and education of their children.
2. To compare the parents belonging to first generation and second generation and so on communities with regard to their attitude towards children's schooling and education.
3. To examine whether there exists a significant gender difference in attitudes of parents towards children's education.
4. To examine the future planning and aspirations of the parents with regard to their child's education.

## Key Definitions

### Conceptual Framework Attitude and Behaviour

An attitude is "a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards socially significant objects, groups, events or symbols" (Hogg & Vaughan 2005, p. 150). Attitude is the feeling or mental disposition of an individual which influences the human behaviour. Attitude is a vital ingredient for the success or failure of children in their optimum development. Attitudes structure can be described in terms of three components.

- Affective component: this involves a person's feelings / emotions about the attitude object. For example: "I am scared of spiders".
- Behavioral (or conative) component: the way the attitude we have influences how we act or behave. For example: "I will avoid spiders and scream if I see one".
- Cognitive component: this involves a person's belief / knowledge about an attitude object. For example: "I believe spiders are dangerous".

### Schooling:

- Online dictionary-The process of teaching or being taught in school.
- The process of being formally educated at a school.
- Education obtained through experience or exposure.

- Merriam-Webster: training, guidance or discipline derived from experience.

#### Education:

- The modification of the attitude and behaviour through training in formal learning systems.

### Parental Attitude and Involvement in children's Education

Family involvement is the strongest predictor of child educational outcomes. This dimension associated significantly with children's motivation to learn, attention, task persistence, receptive vocabulary skills, and low conduct problems. Family involvement in education has been identified as a beneficial factor in young children's learning (National Research Council [NRC], 2001; U.S. Department of Education, 2000).

Higher levels of parent involvement in their children's educational experiences at home (e.g., supervision and monitoring, daily conversations about school) have been associated with children's higher achievement scores in reading and writing, as well as higher report card grades (Epstein, 1991; Griffith, 1996; Sui-Chu & Willms, 1996; Keith et al., 1998).

It was hypothesized that home-based involvement would be most strongly associated with positive classroom learning outcomes and that direct school-based involvement would predict lower levels of conduct problems. Home-Based Involvement activities, such as reading to a child at home, providing a place for educational activities, and asking a child about school, evidenced the strongest relationships to later preschool classroom competencies. These activities were related to children's approaches to learning, especially motivation and attention/persistence, and were found to relate positively to receptive vocabulary. (Parker et al., 1997)

The attitude of the parents signifies that the supporting nature of family in their children's education. The parental attitude can be negative or positive. The negative attitude of the parents regarding education and schooling can prevent their children from getting education. With less parental support in school work, low level of motivation and poor self-esteem of children can result. Positive attitude of the parents can be beneficial to their children in many cases and can be reflected in improvement in class performance,

creating interest among children to learn, and higher achievement scores in reading and writing.

Bogunović Blanka and Polovina Nada (2007) found in a study that the family stimulation is the resultant of the influence of cultural and educational profile of the family and active parental attitudes regarding education and attainment of their children.. The results indicated a trend of interrelatedness of cognitively and educationally favorable conditions within the family and positive attitudes towards school, attainment, high aspirations and cognitive and intellectual interests for out-of-school activities.

### Review of Studies on Parental Involvement in Education

Research illustrating the importance of parent involvement for the school success of adolescents spans nearly two decades. Duncan (1969), for example, compared the attendance, achievement, and drop-out rate of two junior high classes. In one class, students' parents had individual meetings with counsellors before their children entered junior high school. In the other class, students' parents did not meet with counsellors. After three years, students whose parents had met individually with the school counsellors had significantly higher attendance, better grade point averages, and lower drop-out rates.

### Review of Studies on Socio-economic Status and Education:

Huisman, Rani, and Smits, (2010) studied the role of socio-economic and cultural factors, and of characteristics of the educational infrastructure on primary school enrolment, The sample constituted 70,000 children living in 439 districts of 26 states of India. The results indicated that most of the variation in educational enrolment (around 70%) is explained by factors at the household level, of which socio-economic factors are most important. And the result also indicated that, in the cities schooling decisions are hardly influenced by supply-side factors. In rural areas, however, these factors do play an important role. If there are fewer schools or teachers, or if the local culture is more patriarchal, rural children (in particular girls) participate substantially less. The major finding of this respect was that in rural areas inequalities between socio-economic status groups are lower if more schools and teachers are available.



It has been found that three major determinants of educational enrolment: socio-economic status, educational infrastructure, and culture have an impact on primary school participation in India (Evangelista de Carvalho Filho, (2008); Mingat, (2007); Shavit and Blossfeld, (1993); Jencks, (1972); Coleman et al., (1966). Socio-economic indices like the characteristics of households, parental income, wealth, education and occupation, have long been known to be major determinants of educational enrolment and achievement in both developing and developed countries.

Huisman and Smits, (2009); Ersado, 2005; Buchmann & Brakewood, (2000); Colclough, Rose & Tembon, 2000; Shavit & Blossfeld 1993). Parents who have reached a certain educational level might want their children to achieve at least that level. For educational enrolment of girls, education of the mother might be especially important. Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. Therefore, we expect them to use the power and insights derived from their higher education to make sure that their daughters are educated too.

In a study, that examined parent involvement among minority families in Catholic high schools, Bauch (1991) socioeconomic status was significantly related to how often African American parents communicated with teachers about school programs and their adolescents' progress.

Useem (1992) also found that educational background affected families' involvement in their young adolescents' placement in the mathematics tracking system. According to Useem, "the involvement of highly educated parents in their children's placement at critical decision points in the tracking system is one mechanism by which educational advantage is transmitted from one generation to the next." These findings of the influence of socioeconomic status on parent involvement support the work of other social scientists, who contend that parent involvement in school activities is lower among low-income and minority families than other families due to feelings of alienation (Calabrese, 1990; Winters, 1993), distrust (Lightfoot, 1978), or a devaluation of their cultural resources (Lareau, 1989).

From the above discussion, it is evident that the parents' positive attitude towards child's education is important in determining school attendance and academic achievement of the child. Favourable attitude towards schooling and education enhances parental involvement in present and future studies.

## Conclusions and Suggestions

Democratic tendencies have made it possible to provide equal opportunities to all children to receive an education.

The only situation is the parents must be realizing that their child needs special help and guidance. Parents who have problems in handling a child and would like to do their best for him should seek the help of a child psychologist or a guidance councilor. One of the most ways in which a child learns is through observation of his parents, children imitate their parents. Every parent of a child should remember that he seeks the understanding and sympathy of his parents in his search for further leaning. Even if the parents are not highly educated and have not good schooling, they can give him the encouragement and affectation and provide him with a favourable atmosphere at home, so that he may be assisted in his intellectual growth and development. Answering the child's questions should provide him knowledge as well as excitement. Parents should prepare themselves to answer the child's questions readily and correctly. One of the most important ways in which child learns is through observation of his parents' children imitates their parents. Good manners, correct speech habits, courtesy, neatness, consideration for others, honesty, punctuality all these are qualities that can acquired by a child at a very early age, by observing his parents practice them.

A child loves the company of his parents. He loves being taken out on a trip or excursion or just simply a walk or drive where perhaps he can have his father or his mother all to himself, to hear him relate the events of the day, or to answer his questions. The child is very pleased if the father shows his office, his factory or somewhere where he works, or some other interesting place.

Some parents try to impose certain types of skills and training upon child, without realizing that he has on interest or ability in that particular direction. If a child is bright intellectually, it does not mean that must be very good at painting or music or cricket and must be trained in one of these, because his father was a good painter, or a musician, or showed excellent performance in cricket. In this way a parent may try to fulfill his own unfulfilled ambitions through his child.

Parents who have problems in handling a bright child, and would like to do their best for him should seek the help of a child psychologist or a guidance counselor when they are not very.

- The school management/HM has to conduct the parent meetings regularly, not only to discuss about the standards of the child but also to discuss about their behavior at home.
- Parents, educators, businessmen and other personalities to inculcate the school activities meaningfully.
- HMs/administrative persons send the students performance to the parents and to get the feedback.
- Teachers can give the guideline to the parents so that parents can mould for how students effectively participate in school environment.
- Schools committees have to be strengthened in order to mobilize the activities taking place in the school.
- If the school has a public relation officer who brings good relation with the parents.
- Parents interact the teachers in pre and pro school timings.
- Parents have to concentrate on the standards of the children not specifically on the marks.
- Parents must provide suitable platform/exposure that makes the child to study.
- Parents to avoid the pre occupations things to the good learning.
- Parents to avoid the high sibling nature (gender discriminations) in the homes.
- Parents should not impose their interests on the students.
- Parents should not compare with other students.
- Educational experts research has to be conducted on the parents to change their attitudes.
- Parents and teachers have to provide the proper guidelines to usage of technology.
- Parents must be cautious about the advanced technology.
- Parents give directions to the child according to their interest to get bright future.

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## Social Intelligence and Social Maturity of IX Standard School Students in Thuckalay Educational District

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In our day to day conversation we often comment that a particular child or individual is very intelligent or possesses more or less intelligence. Social intelligence describes the exclusively capacity to use very large brains to effectively navigate and negotiate complex social relationship and environments. Social maturity is the process of appropriate attitudes for personal, interpersonal and social adequacies of an individual which are essential for functioning effectively in the society. This study examines the social intelligence and social maturity of IX standard school students in Thuckalay educational district. Survey research was conducted on 250IX standard school students. Results shows that a positive correlation was found between social intelligence and social maturity of IX standard school students.

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## Introduction

Education plays an important role in enabling a person to face a real life situation with adequate knowledge. Without sound values, good habits and strict self-discipline, even the most gifted child cannot blossom into a good achiever. Without getting themselves inculcated with proper values, mere academic achievements would amount to accumulation of degrees/diplomas which will be a cold comfort on a wintery night (Shastry, 2003).

Only the educated are free in mind and body. People who do not recognize a palpable absurdity are very much in the way of civilization. Natural abilities are like plants that need pruning by study. Knowledge, awareness, skills, attitude, wisdom will stand anyone in good stead (Ramesh, 2010). Through education, one gains knowledge and broadens his horizon.

Education is the total development of the personality. In this sense, education consists of all those experiences which affect the individual from birth till death. In this way, education is a lifelong process of growth and development (Saxena, 2007). According to Gandhi, education means the all-round drawing out of the best in child and man – body, mind and soul.

## Need and Significance of the Study

Intelligence is the use of intellectual abilities for handling a situation. Socially intelligent person may easily understand human relations. Social intelligence includes an awareness of situations and governs them with a knowledge that can help ones to achieve his/her objective to dealing with others. Social intelligence is the ability to manage wisely in human relations.

Social maturity is the capacity that permits every individual to interact, maintain relationship and develop a social understanding in such a way that they can behave in a matured manner. Social maturity determines the capacity of an individual to establish relationship with their friends, neighbours, relatives and social members. In this modern world the tendency to be the part of the society and maintaining the relationship in the proper manner would be contributing to the maximum to the personal as well as for the professional accomplishments (Umek, 2008). Hence, studding about the social intelligence and social maturity would enhance the

knowledge about the relationship between them as well as the ways and means to improve both the variables can be established for the benefit of the student community.

## Objectives of the Study

The objectives of the present study are,

1. To find out whether there is any significant difference in social intelligence of high school students with respect to their gender.
2. To find out whether there is any significant difference in social intelligence of high school students with respect to their type of school.
3. To find out whether there is any significant difference in social maturity of high school students with respect to their gender.
4. To find out whether there is any significant difference in social maturity of high school students with respect to their type of school
5. To find out whether there is any significant relationship between social intelligence and social maturity of high school students.

## Hypotheses of the Study

Hypotheses of the present study are,

1. There is no significant difference in social intelligence of high school students with respect to their gender.
2. There is no significant difference in social intelligence of high school students with respect to their type of school.
3. There is no significant difference in social maturity of high school students with respect to their gender.
4. There is no significant difference in social maturity of high school students with respect to their type of school.
5. There is no significant relationship between social intelligence and social maturity of high school students.

## Method Used for the Present Study

Among of the various methods of research, the investigator

Plan to adopt Survey method in view of objectives of the study.

## Population of the study

Population means the aggregate or the totality of objects or individuals, regarding which inferences are to be made in a sampling study. It means all those people or documents that are proposed to be conveyed under the scheme of study.

The population for the present study consisted of all the students studying in high schools of Thuckalay educational district.

## Sample used for the study

“A sample is a representative group of people chosen from a larger population”. A sample, by contrast, is a subset of the population. The sample for the present study consisted of a representative of 250 students in IX standard from various schools of Thuckalay educational district. For selecting the students the investigator used simple random sampling method

## Description of the Tool & Data Collection

Social Intelligence Scale consists of 21 items of five point scale type statements seeking the School student's response. Social Maturity Scale consists of 33 items of five point scale type statements seeking the School student's response. For the purpose of collecting data the investigator has selected 10 schools in Thuckalay Educational District.

## Analysis of Data

### Hypothesis 1

Comparison of Social Intelligence of IX Standard High School



### Students with Respect to Their Gender.

The two groups of subjects namely the male and female, have been subjected for the study as per the analysis given in the table 1.

Mean, standard deviation, t-value and p-value of social intelligence scores of male and female ix standard students

Table 1

	Gender	N	Mean	Std. Deviation	t-value	p-value	Remarks
Social Intelligence	Male	146	72.01	12.529	0.475	0.081	N.S
	Female	104	71.35	8.237			

From the table, it is clear that the P-value is greater than 0.05 level of significance. Hence the Null Hypothesis is accepted. It shows that there is no significant difference in the social intelligence of IX standard high school students with respect to their gender.

### Hypothesis 2

Comparison of social intelligence of ix standard high school students with respect to their type of the school.

They are three groups of subjects namely as Government, Aided and Private, have been subjected for the study as per the analysis given in the table 2.

Mean standard deviation, f-value and p-value of social intelligence scores with respect to their type of the school.

Table 2

	Type of school	N	Mean	Std. Deviation	f-value	p-value	Remarks
Social Intelligence	Government	72	77.51	14.095	16.254	0.000	S
	Aided	80	68.63	9.453			
	Private	98	70.03	7.284			

It is inferred from the above table that there is a significant difference in social intelligence of Government, Aided and Private IX Standard High School students, since the p value is less than 0.05.

#### Results of Scheff's Procedure

Type of school	N	Pair	P (Scheffe)	Level of significance
Government (A)	72	A vs B	0.000	S
Aided (B)	80	B vs C	0.000	S
Private (C)	98	A vs C	0.665	N.S

From the table it is clear that there is a significance difference between the pairs private and aided (A vs B) and aided and government (B vs C) in their social intelligence. The other pair private and government (A vs C) defers no significant difference between social intelligence.

#### Hypothesis 3

Comparison of Social Maturity of IX Standard High School Students with Respect to their Gender.

The two groups of subjects namely the male and female, have been subjected for the study as per the analysis given in the table 3.

#### Mean, Standard Deviation, T-Value And P-Value Of Social Intelligence Scores with Respect To Their Gender

Table 3

	Gender	N	Mean	Std. Deviation	t-value	p - value	Remarks
Social Maturity	Male	146	114.82	11.732	-0.963	0.120	N.S
	Female	104	119.66	59.285			

From the table, it is clear that the P-value is greater than 0.05 level of significance. Hence the Null Hypothesis is accepted. It shows that

there is no significant difference in social maturity of IX standard high school students with respect to their gender.

#### Hypothesis 4

Comparison of Social Maturity of IX Standard High School Students with Respect to their Type of School.

They are three groups of subjects namely as Government, Aided and Private, have been subjected for the study as per the analysis given in the table 4.

Mean, standard deviation, t-value and p-value of social intelligence scores with respect to their type of school

Table 4

	Type of school	N	Mean	Std. Deviation	f-value	p-value	Remarks
Social Maturity	Government	72	118.28	12.273	0.501	0.606	N.S
	Aided	80	113.21	11.743			
	Private	98	118.72	60.943			

From the table, it is clear that the P-value is greater than 0.05 level of significance. Hence the Null Hypothesis is accepted. It shows that there is no significant difference in social maturity of IX standard high school students with respect to their Type of the School.

#### Hypothesis 5

Relationship between Social Intelligence and Social Maturity of IX Standard High School Students

There is no significant relationship between social intelligence and social maturity of IX Standard High School students.

Table 5

Variable	N	Calculated 'r' value	p value	Remarks
Social Intelligence and Social Maturity	250	0.168	0.008	S

It is inferred from the above table that the p value is less than 0.05. Hence the null hypothesis is rejected. Thus, there is a significant relationship between social intelligence and social maturity of IX Standard High School students.

### Findings

1. There is no significant difference in social intelligence of IX Standard school students with respect to their gender.
2. There is significant difference in social intelligence of IX Standard school students with respect to their type of school.
3. There is no significant difference in social maturity of IX Standard school students with respect to their gender.
4. There is no significant difference in social maturity of IX Standard school students with respect to their type of school.
5. There is exist significant positive correlation between social intelligence and social maturity of IX standard school students.

### Interpretation of the Study

This may be due to the fact that the present student community that they are well in their studies and various education related activities so as scoring very high scores in examinations whereas they are very poor to interact with human beings especially in the public society. Hence, the teachers of the schools should think of introducing various activities here and there in between syllabus related teaching learning process in order to enhance the level of social intelligence and social maturity of students.

No significant difference was found in the social intelligence of school students between male and female, rural and urban, father and mother occupation, father educational qualification, religion and community. It can be implied that male and female, rural and urban, father and mother occupation, father educational qualification, religion and community, have no significant impact on the social intelligence of IX standard school students.

No significant difference was found in the social maturity of school students between male and female, rural and urban, type of school, father and mother occupation, father and mother educational qualification, religion and community. It can be implied that male and female, rural and urban, type of school, father and mother occupation, father and mother educational qualification religion and community, have no significant impact on the and social maturity of IX standard school students.

There is significant association of school students between type of school and mother's occupation of social intelligence. It can be implied that type of school, mother educational qualification, have significant impact on the social intelligence of IX standard school students.

Relationship analysis of data clearly revealed that there is significant positive correlation exist between the social intelligence and social maturity of IX standard school students. It reflected that social intelligence and social maturity are the part of our behaviour and confined to one part of life as dealing with the society and others.

## **Educational Implication**

From the findings of the study, following implications are proposed by the researcher.

- ✓ Awareness should be spread among the students about the importance of social intelligence and social maturity and its influence on the successful and happier life.
- ✓ Various group activities such as camps, clubs etc., can be used to develop the interpersonal skills which may directly contribute to the development of social intelligence and social maturity.

- ✓ School activities should be involved with possibly as high as dealings with real life situations and conflicting situations which can help to improve their social maturity.
- ✓ The school curriculum can be enriched with various direct interactions to the society and extension activities.
- ✓ Group activities can be given to the maximum for students which may help to the maximum in the promotion of social intelligence and social maturity.
- ✓ Chances can be given to the maximum to deal with the real life experiences and the happenings of life to improve social intelligence and social maturity.
- ✓ Camps and various programs may be organized in schools that are the sources to improve their social intelligence and social maturity.
- ✓ The family members also should provide chances to their wards to interact and involve in various social programmes to improve their social maturity.
- ✓ Encourage physical exercise, yoga and meditation; it will relieve the uptight feeling caused by the stress.
- ✓ Interacting with many new persons and situation improve social intelligence and social maturity.
- ✓ Take care of everything in our life.
- ✓ Participate in more co-curricular activities.

Encourage group activities and team spirit for the development of social intelligence.

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## Best Practices in Classroom Management

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Classroom is a community of learners where formal interaction takes place between the teacher and the taught. Better management of classroom ensures quality of teaching and learning. Ensuring that your classroom lessons run smoothly, establishing rules, motivating students to participate, maintaining discipline, and creating an environment in which students can succeed are all factors that contribute to effective classroom management

### Introduction

“Classroom management refers to those activities of classroom teachers that create a positive classroom climate within which effective teaching and learning can occur” Classroom management is

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a cardinal feature of the total education process. It contains all the steps through which interaction between the educator and the educate take place. Classroom management is the process of ensuring that classroom lessons run smoothly despite of disruptive behavior by students. The term also refers to the prevention of disruptive behavior of students Classroom management refers to all those essential activities which are highly necessary not only to create but also to maintain a supportive and orderly atmosphere. It includes planning and preparation of teaching and learning materials, organization of the materials, decoration of the classroom, creation of expectation and establishment and enforcement of rules and routines in the classroom. Effective classroom management is necessary for all teachers and facilitators. Classroom management involves all aspects of what is going on in the classroom while a lesson is being taught. Not only does classroom management include how the teacher or facilitator delivers the curriculum, but also how the students interact with the teacher and with others in the classroom, and extends into the classroom environment in which students learn as well. Classroom management includes elements of classroom discipline, but focuses more on creating a peaceful learning environment that is comfortable, organized, engaging, and respectful for both the teacher and the students. Teaching Youth Prevention Education places us directly in a classroom in the teaching or facilitating role. While we are guests in the classroom and it is the role of the classroom teacher to provide the necessary discipline needed, our classroom management strategies can help set the tone for positive interactions, cooperative learning, and to provide a plan ensuring the lesson runs smoothly regardless of any disrupting behaviors by students. Having effective classroom management strategies should be the goal of everyone implementing a Youth Prevention Education program.

## Classroom Arrangement

“A good classroom seating arrangement is the cheapest form of classroom management. It’s discipline for free.” Many experienced teachers recommend assigned seating for students to facilitate discipline and instruction. They argue that students left to their own devices will always choose a seat that places the teacher at the greatest disadvantage. Best practices suggest a few common-sense rules to guide classroom arrangements.



- Students should be seated where their attention is directed toward the teacher.
- High traffic areas should be free from congestion.
- Students should be able to clearly see chalk board, screens, and teacher.
- Students should be seated facing the front of the room and away from the windows.
- Classroom arrangements should be flexible to accommodate a variety of teaching activities.

## Classroom management strategies

Proactive classroom management strategies focus on implementing strategies emphasizing how students should behave in the classroom, the expectations in the classroom, and how to make the classroom as structured and predictable as possible to avoid disruptive behaviors. Class-wide strategies are implemented with all students within the class and address the needs of most students in terms of behavior, while individualized strategies might be needed for a small number of students who will not respond appropriately to class-wide strategies. Before providers begin implementing a Youth Prevention Education program, it is imperative that providers learn about existing classroom management strategies the classroom teacher is implementing. Often times providers can incorporate the classroom management strategies the classroom teacher is already implementing or the provider can build upon the already established classroom management strategies. As discussed above, a classroom management plan will help a provider establish clear rules, set class norms, and define consequences, while classroom management strategies work to keep the students engaged, connected, and keep students on-task as much as possible and therefore less likely to be disruptive or exhibit challenging behaviors during class time. While providers can often piggy-back on the classroom management strategies of the classroom teacher, many times providers will need to have options of additional classroom management strategies to ensure class time is as productive as possible and runs as smoothly as possible.

- Hold and communicate high behavioral expectations.
- Establish clear rules and procedures, and instruct students in how to follow them; give primary-level children and those with

low socioeconomic status, in particular, a great deal of instruction, practice, and reminding.

- Make clear to students the consequences of misbehavior
- • Enforce classroom rules promptly, consistently, and equitably from the very first day of school.
- Work to instill a sense of self-discipline in students; devote time to teaching self monitoring skills
- Maintain a brisk instructional pace and make smooth transitions between activities.
- Monitor classroom activities; give students feedback and reinforcement regarding their behavior
- Create opportunities for students (particularly those with behavioral problems) to experience success in their learning and social behavior.
- Identify students who seem to lack a sense of personal efficacy and work to help them achieve an internal locus of control.
- Make use of cooperative learning groups, as appropriate.
- Make use of humor, when suitable, to stimulate student interest or reduce classroom tensions.
- Remove distracting materials (athletic equipment, art materials, etc.) from view when instruction is in progress.

## Teacher – Student Relationships

- Important to the success of two of the other aspects of effective classroom management – rules and procedures, and disciplinary interventions.
- It is important to communicate appropriate levels of dominance and to let students know that you are in control of the class and are willing to lead.
- It is also important to communicate to convey the message that you are interested in the concerns of the students and individuals and the class as a whole. Consequences versus Punishment
- Students with good relationship with the teacher accept more readily the rules and procedures and the disciplinary actions that follow their violations.
- Teachers should be effective instructors and lecturers, as well as friendly, helpful, and congenial. They should be able to empathize with students, understand their world, and listen to them.
- The nature of an effective teacher-student relationship is one that addresses the needs of different types of students.

## Practices in classroom management

- ❖ Maximize structure in your classroom.
- ❖ Post, teach, review, monitor, and reinforce a small number of positively stated expectations.
- ❖ Actively engage students in observable ways.
- ❖ Establish a continuum of strategies to acknowledge appropriate behavior.
- ❖ Establish a continuum of strategies to respond to inappropriate behavior.

## Tips for Arranging the Classroom

- Have extra supplies available at a location in the classroom where students who have forgotten supplies will be able to go without disrupting other students (i.e. a cup of pencils at the center of each table or the back of the classroom).
- Set a good example to your students by providing a neat and organized classroom.
- Make your classroom look attractive. Use plants, bulletin boards, banners, warm colors, or anything to help make your classroom look aesthetically pleasing.
- Structure your classroom as to avoid chaos and promote learning. For instance, do not place a talkative student next to the pencil sharpener because this creates many opportunities for disruptive behavior.
- The teacher should be able to observe all students at all times and be able to see the door from his/her desk.
- Students should be able to see the teacher/presentation area without having to move or turn around.
- Arrange the room as to allow easy movement.
- Make your classroom fun, attractive, motivating, & functional

## Techniques of classroom management

Classroom management enhances children's learning. Teachers approach to the management of learning to encourage group work sorts the children informally by ability and among group in a homogenous way. Grouping the children nears a way of maximizing the opportunities of productive, teacher child interaction as well as

means of encouraging co-operative among the children and flexibility in curriculum and communication such efforts automatically from collaborative strategy among the both which is very difficult in a traditional classroom. There is no doubt that classroom management is crucial aspects for learning without successful classroom environment teaching cannot be fruitful. It is regarded as an intellectual job as well have suggested following techniques for classroom management:

- Body language
- Eye contact
- The voice
- Gestures
- Punctuality
- Knowing people by name
- The structure of lesson
- Using praise appropriately
- Scanning and circulating the class-room
- Optimum control
- Similarly it has given following guideline to keep the students in a calm-environment.
- The teacher should keep the lesson moving,
- The teacher should not lecture the whole period,
- The teacher should talk the his students,
- When students are being disruptive by talking, polling or crumpling paper, the teacher showed stand by them. He should take to them and keep them busy with lesson and if they are still disruptive, he should take them in a hall way.

### Tips for creating a positive classroom environment

- Use humor.
- Greet students at the doorway and in the halls.
- Show enthusiasm and be animated.
- Provide opportunities for every student to succeed.
- Model good listening skills by paying attention when student speak.
- Create anticipation for lessons or tasks.
- If a particular student is struggling, provide the student with a classroom buddy who is mature and responsible.
- Create classroom rituals and traditions which build a sense of community.
- Encourage parental and community involvement.

## Conclusion

Effective classroom management is not creating “perfect” children, but providing the perfect environment for enhancing their growth, using research-based strategies that guide students toward increasingly responsible and motivated behavior.

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## Life Skills and Self-Concept of Adolescents in Kuzhithurai Educational District

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The phase between 12 years and 18 years in human developments is commonly considered as the adolescents period. It is a critical phase of development and is the transition period from childhood to adulthood. During adolescence the students have to develop certain life skills that will help them to grow into caring and responsible adults. Life skills help to boost self- concept of adolescents. The present study was conducted to assess the life skills and self-concept of adolescents studying in kuzhithurai educational district. 200 students were selected randomly from 10 schools. Result shows that a negative correlation was found between life skills and self-concept of adolescents.

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## Introduction

Education is a continuous and creative process. Its aim is to develop the capacities latent in human nature and to co-ordinate their expression for enrichment and progress of the society by equipping children with spiritual, moral and knowledge. Education is an ever widening concept and is as old as the human race. Even since the dawn of civilization man directly or indirectly has been trying to educate him in order to meet the changing demands of life.

Education is an effort of the senior people to transfer their knowledge to the younger members of society. It is thus an institution, which plays a vital role in integrating an individual with his society and in maintaining the perpetuation of culture. Education is the process of facilitating learning or the acquisition of knowledge skills, values, beliefs and habits.

Life Skills are defined as psychosocial abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life. They are loosely grouped into three broad categories of skills. Cognitive skills for analyzing and using information, personal skills for developing personal agency and managing oneself and interpersonal skills for communicating and interacting effectively with others.

Self-concept is the organised configuration as perception of the self which are admissible to awareness. It is a set of relatively stable self- attitude which is not only descriptive but also evaluate. The dimensions of self-concept taken into account are behaviour. It is the outward manifestation of the personality as viewed by the individual himself.

## Need and Significance of the Study

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. Adolescents is the stage of great stresses and strain. The children of this age are quite perplexed and worried about their somatic variations and sudden changes in their total appearance, behaviour and attitude of the others towards them. They have a self-concept in the adolescent's stage. Life skills would help the level of the self-concept of adolescents.

The self-concept plays a vital role and has vital significance in the existence and life of an individual. If a person understands and realizes himself in a right way, he develops positive self-concept and he turns into a star. If he does not understand and realize himself in a right way, he develops negative self-concept and turns into a waste. The self- arises and develops in a continuous context of social interaction and experience and in turn influences the same. Having thus analysed the investigation has chosen the following topic as her field of investigation.

### Objectives of the study

1. To find out whether there is any significant difference between the life skills of the adolescents with regard to Gender.
2. To find out whether there is any significant difference between the life skills of the adolescents with regard to Medium.
3. To find out whether there is any significant difference between the self-concept adolescents with regard to Gender.
4. To find out whether there is any significant difference between the self-concept of the adolescents with regard to Medium.
5. To find out whether there is any significant relationship between life skills and self-concept of adolescents.

### Hypotheses of the study

1. There is no significant difference between Life Skills of the Adolescents with respect to their Gender.
2. There is no significant difference between Life Skills of the Adolescents with respect to their Medium.
3. There is no significant difference between Self-Concept of the Adolescents with respect to their Gender.
4. There is no significant difference between Self-Concept of the Adolescents with respect to their Medium.
5. There is no significant relation between Life Skills and Self-Concept of the Adolescents.



## Method used for the Present Study

The investigator has used survey method to study the relationship between the Life Skills and Self-Concept of the Adolescents.

### Population & Sample

The sample selected for the present study consists of 200 students from 9 higher secondary schools in Kuzhithurai Educational District.

### Description of the Tool & Data Collection

The difficulty level and discriminative power was calculated for each item. The difficulty index of good item is considered to be ideal so the difficult level of below and above the range is neglected. According to this three statements were deleted. The final self-concept scale consists of 63 statements.

In order to find out the Life Skills Scale of Adolescents the investigator has used Life Skills Scale of Jacobs, Oliver & Gumede. It consists of 37 statements. The present Inventory is an attempt to measure quantitatively the Life Skills as perceived by the students.

### Analysis of data

H1: There is no significant difference between Life Skills of the Adolescents with respect to their Gender.

Table 1

Difference between Life Skills of the Adolescents with respect to their Gender

Variables	Mean	SD	t-value	p-value	Remarks 5%Level
Male	17.56	4.877	3.282	0.50	NS
Female	19.71	4.300			

From the table 1, it is clear that the p-value (0.50) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses is accepted. It shows that there is no significant difference between Adolescents belonging to Gender in their Life Skills.

H2: There is no significant difference between Life Skills of the Adolescents with respect to their Medium.

Table 2

Difference between Life Skills of the Adolescents with respect to their Medium

Variables	Mean	SD	t-value	p-value	Remarks 5%Level
Tamil	18.53	4.186	0.142	0.60	NS
English	18.63	5.257			

From the table 2, it is clear that the p-value (0.060) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses is accepted. It shows that there is no significant difference between Adolescents belonging to Medium in their Life Skills.

H3: There is no significant difference between Self-Concept of the Adolescents with respect to their Gender.

Table 3

Difference between Self-Concept of the Adolescents with respect to their Gender

Variables	Mean	SD	t-value	p-value	Remarks 5%Level
Male	137.36	9.094	2.741	0.337	NS
Female	133.89	8.751			

From the table 3, it is clear that the p-value (0.337) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses is accepted. It shows

that there is no significant difference between Self-Concept of the Adolescents with respect to their Male and Female.

H4: There is no significant difference between Self-Concept of the Adolescents with respect to their Medium.

Table 4

Difference between Self-Concept of the Adolescents with respect to their Medium

Variables	Mean	SD	t-value	p-value	Remarks 5%Level
Tamil	135.27	8.532	-0.711	0.120	NS
English	136.19	9.646			

From the table 4, it is clear that the p-value (0.120) is not significant at 0.05 level. This result indicates the p-value is greater than 0.05 at 5% level of significance. Hence the hypotheses is accepted. It shows that there is no significant difference between Self-Concept of the Adolescents with respect to their Tamil and English.

H5: There is significant relationship between Life Skills and Self-Concept of adolescents.

Table 5

Relationship between Life Skills and Self-Concept of Adolescents

Variables	Number	r	Level of Significance
Life Skills	200	-0.305	0.01 level
Self – Concept			

As it is shown in the table 5 Life Skills and Self-Concept of adolescents are negatively correlated and significant at 0.01 levels. The relationship between the variables may be described as “low”.

### Findings

1. There is no significant difference between Life skills of the Adolescents with respect to their Gender.

2. There is no significant difference between Life Skills of the Adolescents with respect to their Medium.
3. There is no significant difference between Self -Concept of the Adolescents with respect to their Gender.
4. There is no significant difference between Self-Concept of the Adolescents with respect to their Medium.
5. There is no significant relationship between Life Skills and Self-Concept of Adolescents.

## Educational Implication

In the light of the findings of the present study the investigator offers the following implications.

- i. Parents and teachers must help the students to develop their Life Skills and self-concept.
- ii. Focus on the students strength and successes.
- iii. Show them to have faith in their abilities.
- iv. Provide them with experiences for success.
- v. Reflect their achievements in a positive experience that students possess it must be appreciated.
- vi. No matter how small the achievement or positive experience that student's possess must be appreciated.

## Conclusion

The child who is trained to think creatively not only finds himself as a better acquirer of knowledge but also as a better user and producer of new knowledge. If life skills and self-concept are not developed during the formative period of child's life he gets stunted and cannot then be properly developed at this stage. Therefore the teacher should be very careful in selecting and giving the teaching learning process. His success as a teacher depends upon the suitability of learning process, which he selects to give to the students.

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## A Study on Time and Tasks Required by The Primary School Teachers to Perform the Routine Work in The School

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A primary school teacher should be one who is committed to teaching and who really loves children. He should sing with them, weep with them, laugh with them. He should be for the primary school children. A primary school teacher is not merely a leader of the children but leader of the entire village. It will be good if he is from rural background and is able to guide villagers also so that they are not cheated by outsiders. He should educate the villagers in healthy habits, in keeping them away from swindlers and so on. A primary school teacher will be a respected elder in the village. The primary school teachers should be interested in sports, student's cooperatives, scouting, execution to the place of historical, literary activities etc. The primary school teachers should be sincere. The most popular methods of teaching for the primary school teachers are play way techniques, dramatization, the project method and the problem solving method.

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## Need and significance of study

Education which is the basic right for every child, which moulds their individual life, and involves not only textbook learning but also a growth of values; skills and capacities, can be attained only with the help of a teacher. A teacher is the second mother of a child, as they play a useful part in building child's career with progressive values. The child spends more time in a day with the teachers than with any other. Therefore it is necessary for the teacher to be lovable, competent, patient, intelligent, able and well-informed. They must be competent enough and generous to shape the best minds of the country. The future of a nation is being shaped in the classroom; children are our future nation builders. Therefore the teachers have a great responsibility in moulding the character of children by giving quality education in the school. Teacher needs to be well versed in different types of intelligence possessed by students. There is a general agreement that the quality of education in schools depends in a large measure, on the quality of teacher. The government is spending huge amount for primary education for the upliftment of the students. It is found that in the primary schools, the teachers have to perform a number of varying tasks, such as conducting assembly, taking attendance, providing proper teaching learning activities, evaluation of assignments, giving health tips, mid-day meal distributions, catering personality development, enabling co-curricular activities, meeting parents etc. For the performance of the above tasks a lot of time is required. The time spent for the different tasks may vary from teacher to teacher, on the basis of several variables such as management of schools, locality of school, gender of the teacher etc.

The investigator wants to find out the different tasks performed by the primary school teachers and their time spent for the above tasks. It is hoped that the findings of the present study may reveal the priority of tasks carried out by the teachers. The study may also help the authorities to realize the time requirement for the performance of the different tasks of the primary school teachers in the routine work of the school.

## Statement of the Problem

A study on time and tasks required by the primary school teachers to perform the routine work in the school

## Definition of Terms

Study - To examine carefully

Time - A period of duration

Task - A piece of work that is required to be done

(Chambers 21<sup>st</sup> century dictionary)

Primary school teachers - The teachers who handle classes from Standard I to V

Routine work - A regular procedure of work

(DK illustrated oxford dictionary)

## Objectives of The Study

- (1) To find out the percentage of primary school teachers responding to the requirement of time for the performance of each task in the routine work of the school.
- (2) To find out the mean time spent by the primary school teachers for the performance of each task under study.
- (3) To find out the time spent by the primary school teachers for the performance of different dimensions of tasks in the routine work of the school.
- (4) To find out the level of primary school teachers with regard to the total time spent for the performance of different tasks in their routine work of school.
- (5) To find out whether there is any significant difference between the primary school teachers, on the total time spent for the performance of different tasks in the routine work of the school.

## Hypothesis of the study

- 1) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their gender.
- 2) There is no significant difference between the primary school teachers on the total time spent for the performance of different



tasks in the routine work of the school, on the basis of their religion.

- 3) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their marital status.
- 4) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the management of schools.
- 5) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the location of schools.
- 6) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their educational qualification.
- 7) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their experience.
- 8) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their monthly salary.
- 9) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the total number of pupils in the class.
- 10) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the total number of pupils in the school.
- 11) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the number of teachers in the school.

## 12) Methodology

- 13) To investigate and to determine the status of present phenomenon, the normative survey method is found to be the best. J. Merlin Jasmine Mary prepared an Inventory as a research tool in the present study. Along with the Inventory a personal data sheet was attached. Inventories are self-report instruments in which individuals note their own likes and

dislikes. These self-report instruments are really standardized interviews in which the subjects, through introspection, indicate feelings that may be interpreted in terms of what is known about interest patterns. The investigator went to the primary schools and asks the teachers about the tasks and the time spent for the tasks and then prepared the inventory. The investigator as used arithmetic mean, standard deviation, percentage analysis t-test and F-test for analyzing the collected data.

## Analysis of Data

### Null hypothesis -1

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their gender.

Table 1

- a. Test of significance of mean difference between the primary school teachers on the total time spent for the performance different tasks in the routine work of the school , on the basis of their gender.
- b.

14)Gender	15)N	16)Mean	17)SD	18)t-value	19)Table value	20)Remark
21)Male	22)7	23)161.14	24)16.07	25)0.15	26)1.96	27)28)NS
29)Female	30)153	31)162.08	32)18.64			

## Findings

Table1 shows that the calculated t-value (0.15) is less than the table value

(1.96) at 0.05 level of significance. Hence the null hypothesis is accepted. The present study reveals that there is no significant difference between male and female primary school teachers on the total time spent for the performance of different tasks in the routine work of the school.

### Null hypothesis -2

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their religion.

Table 2

Test of significance of mean difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school , on the basis of their religion.

Religion	N	Mean	SD	t-value	Table value	Remark
Hindu	26	159.88	16.78	0.70	1.96	NS
Christian	134	162.46	18.84			

*(There was no Muslim teacher in the sample.)*

### Findings

Table 2 shows that the calculated t-value (0.70) is less than the table value ( 1.96 ) at 0.05 level of significance. Hence the null hypothesis is accepted. The present study reveals that there is no significant difference between Hindu and Christian primary school teachers on the total time spent for the performance of different tasks in the routine work of the school.

### Null hypothesis -3

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their marital status.

Table 3

Test of significance of mean difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school , on the basis of their marital status.

Marital Status	N	Mean	SD	t-value	Table value	Remark
Married	153	162.32	18.24	0.69	1.96	NS
Unmarried	7	155.85	24.41			

### Findings

Table 3 shows that the calculated t-value (0.69) is less than the table value ( 1.96 ) at 0.05 level of significance. Hence the null hypothesis is accepted. The present study reveals that there is no significant difference between married and unmarried primary school teachers on the total time spent for the performance of different tasks in the routine work of the school.

### Null hypothesis -4

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the management of school.

Table 4

Test of significance of mean difference between the primary school teachers on the total time Spent for the performance of different tasks in the routine work of the school , on the basis of the management of schools.

Management of schools.	N	Mean	SD	t-value	Table value	Remark
Government	42	157.09	12.67	2.50	1.96	S
Govt-aided	118	163.80	19.92			

## Findings

Table 4 shows that the calculated t-value ( 2.50 ) is greater than the table value ( 1.96 ) at 0.05 level of significance. Hence the null hypothesis is rejected. The present study reveals that there is significant difference between government and government aided primary school teachers on the total time spent for the performance of different tasks in the routine work of the school. It is noted that Govt - aided school teachers spent more time for the performance of the routine work of the school, than the Government school teachers.

## Null hypothesis -5

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the location of schools.

Table 5

Test of significance of mean difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school , on the basis of the location of schools.

Location of schools.	N	Mean	SD	t - value	Table value	Remark
Rural	82	158.92	16.47	2.20	1.96	S
Urban	78	165.32	19.99			

## Findings

Table 5 shows that the calculated t-value ( 2.20 ) is greater than the table value ( 1.96 ) at 0.05 level of significance. Hence the null hypothesis is rejected. The present study reveals that there is significant difference between rural and urban primary school teachers on the total time spent for the performance of different tasks in the routine work of the school . It is noted that urban school teachers have got higher mean score on the total time spent for the performance of different tasks in the routine work of the school than the rural school teachers.

### Null hypothesis -6

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their educational qualification.

Table 6

Test of significance of mean difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their educational qualification.

Educational qualification.	N	Mean	SD	t-value	Table value	Remark
T.T.C	113	164.25	18.34	2.40	1.96	S
B.Ed.,	47	156.72	17.97			

### Findings

Table 6 shows that the calculated t-value ( 2.40 ) is greater than the table value ( 1.96 ) at 0.05 level of significance. Hence the null hypothesis is rejected. The present study reveals that there is significant difference between T.T.C qualified and B.Ed. qualified, primary school teachers on the total time spent for the performance of different tasks in the routine work of the school. It is noted that T.T.C., qualified teachers spent more time for the performance of the routine work of the school than the B.Ed., qualified teachers and the difference is statistically significant.

### Null hypothesis -7

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their teaching experience.

Table 7

Test of significance of mean difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their teaching experience.

Experience	Count	Average	Variance	F-Value	F-Critical	Remark
Below 10 years	34	159.08	401.42	7.14	3.053	S
Between 10-15 Years	31	172.90	258.29			
Above 15 Years	95	159-55	307.20			

### Findings

Table 7 shows that the calculated F-value ( 7.14 ) is greater than the critical F- value ( 3.053) at 0.05 level of significance. Hence the null hypothesis is rejected. The present study reveals that there is significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school on the basis of their teaching experience.

### Null hypothesis -8

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their monthly salary.

Table 8

Test of significance of mean difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their monthly salary.

Monthly salary	Count	Average	Variance	F-Value	F-Critical	Remark
Below Rs 15,000	9	154.22	363.69	0.905	3.05	NS
Between Rs 15,000-20,000	26	161.42	544.25			
Above Rs 25,000	125	162.73	300.61			

## Findings

Table 8 shows that the calculated F-value ( 0.905 ) is less than the critical F- value ( 3.05) at 0.05 level of significance. Hence the null hypothesis is accepted. The present study reveals that there is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school on the basis of their monthly salary.

## Null hypothesis -9

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their total number of pupils in the class.

## Table 9

Test of significance of mean difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school , on the basis of the total number of pupils in the class.



Total no. of pupils in the class	Count	Average	Variance	F-Value	F-Critical	Remark
Above 10	4	150	18	2.26	3.05	NS
Between 10-25	41	158.26	177.75			
Above 25	115	163.80	401.10			

### Findings

Table 9 shows that the calculated F-value ( 2.26 ) is less than the critical F- value ( 3.05) at 0.05 level of significance. Hence the null hypothesis is accepted. The present study reveals that there is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school on the basis of the total number of pupils in the class.

### Null hypothesis -10

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the total number of pupils in the school.

Table 10

Test of significance of mean difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school , on the basis of the total number of pupils in the school.

Total no. of pupils in the school	Count	Average	Variance	F-Value	F-Critical	Remark
Below 50	15	153.4	160.25	2.77	3.05	NS
Between 51-100	18	157.44	197.43			
Above 100	127	162.71	372.66			

### Findings

Table 10 shows that the calculated F-value ( 2.77 ) is less than the critical F- value ( 3.05) at 0.05 level of significance. Hence the null hypothesis is accepted. The present study reveals that there is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school on the basis of the total number of pupils in the school.

### Null hypothesis -11

There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the total number of teachers in the school.

Table 11

Test of significance of mean difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school , on the basis of the total number of teachers in the school.

Total no. of teachers in the school	Count	Average	Variance	F-Value	F-Critical	Remark
Below 2	13	154.61	117.42	2.24	3.05	NS
Between 2 to 5	29	158.20	180.95			
Above 5	118	163.80	396.80			

## Findings

Table 11 shows that the calculated F-value (2.24 ) is less than the critical F- value ( 3.05) at 0.05 level of significance. Hence the null hypothesis is accepted.

## Findings of the Study

- (1) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their gender.
- (2) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their religion.
- (3) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their marital status.
- (4) There is significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the management of schools.
- (5) There is significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the location of schools.

- (6) There is significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their educational qualification.
- (7) There is significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their experience.
- (8) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of their monthly salary.
- (9) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the total number of pupils in the class.
- (10) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the total number of pupils in the school.
- (11) There is no significant difference between the primary school teachers on the total time spent for the performance of different tasks in the routine work of the school, on the basis of the number of teachers in the school.

## Conclusion

The present study “A study on time and tasks required by the primary school teachers to perform the routine work in the school” reveals that the primary school teachers in Kanyakumari district spent more time for ‘teaching’, ‘conducting test’, ‘helping project work’, mid – day meal distribution’, ‘make the pupils to do craft work’, help the students to use computer’ etc. Less time is spent for ‘keeping discipline in the class’, ‘giving health tips’, observing cleanliness of the pupils’, ‘taking attendance’ etc. Primary school teachers spent the highest time for ‘creative work’ and lowest time for ‘class management’. The majority of primary school teachers spent a ‘moderate level’ of time for the performance of their routine work in the school.

On comparing the sub samples on the basis of the different variables, it is found that statistically significant difference is seen between the Government and Government – aided school teachers

on the total time spent for the performance of different tasks in the routine work of the school. Government – aided school teachers spent more time for the performance of their tasks. Statistically significant difference is seen between rural and urban school teachers on the total time spent for the performance of different tasks in the routine work of the school. Statistically significant difference is seen between T.T.C., and B.Ed., qualified school teachers on the total time spent for the performance of different tasks in the routine work of the school. Statistically significant difference is seen between below 10 years, between 10-15 years and above 15 years experienced school teachers on the total time spent for the performance of different tasks in the routine work of the school.

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## Classroom Adjustment and Study Habits of IX Standard Science Students of Kuzhithurai Educational District

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The present study aims to find out the relationship between classroom adjustment and study habits of IX standard science students of Kuzhithurai Educational District. Sample comprises randomly selected a total of 250 students of IX standard from 10 schools. Standardised tools of study habit and self made tool for classroom adjustment used for data collection. The major finding of the study is that there is significant relationship between classroom adjustment and study habits of IX standard science students, as the calculated 'r' value 0.357 is greater than the table value 0.113 at 5% level of significance. Hence the null hypothesis is rejected

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## Introduction

Education is the best tool to develop the skill in man. In the words of Pestalozzi "Education is a natural, progressive and harmonious development of all the faculties of the individual-head, heart and hand". Education is the training of sound judgement and it obviously continuous throughout life. Education helps in developing the living skills of man to the maximum potential. The adjustment problem of students play an important role in the total development of the children. Such problems can have adverse effect upon the learning and behavior of child.

## Adjustment

According to L.F Shaffer "Adjustment is the process by which a living organism maintains a balance between its needs and the circumstances that influence the satisfaction of these needs"

The concept of adjustment was originally a biological one and was concerned with adaptation to physical environment for survival adaptation to physical environment is of course, a persons importance concern but he also to adjust to social pressure and demands of socialization that are inherent in living inter dependency with other persons three level of adjustment.

## Classroom Climate

The classroom climate Refers to the general flow of behavior and feeling with in a group. Classroom climate is the type of environment that is created for students by the school, teachers and peers. Teachers are continually looking to create a "positive classroom climate in which student learning is maximized". Classroom climate as encompassing all the socio. Psychological dimensions of classroom life. This included common interest and the pursuit of common goal achieved through focused, organized and well planned lessons.

### Characteristics of Good Classroom climate

- School Atmosphere
- Size of the class
- Methods of Teaching
- Counsellor
- Self control
- Freedom of Expression
- Modification of curriculum
- Level of Aspiration
- Encouragement for doing any creative work

### Characteristics of study habits

1. Habits are not innate and inherited
2. They are performed every time in the same way
3. Habitual actions are performed with great ease and facility
4. Habit brings accuracy in the action
5. Habitual acts are performed with least attention or no attention
6. Nervous system is the principle factor in formation of habits

### Significance of the study

Every child needs a place where he can study regularly without interruptions. To gain knowledge is its personal effect. Study is the sum of all the habits, determined purposes and enforced practices that the individual uses in order to learn. Students contribution to the learning environment is very important combination of classroom adjustment and study habits of science configuration of learning styles and ultimately reflects the achievement of students.

Generally, students have a habit of studying subjects of their linking hence investigator wants to explore their classroom adjustment in science subjects with this aim in view the present study is being under taken.



## Objectives of the study

- To know the level of classroom adjustment of ix standard students.
- To find out the level of study habits of ix standard school students.
- To find out the significant difference of the classroom adjustment of ix standard students with respect to their background variables.
- To find out the significant difference of the study habits of ix standard students with respect to their background variables (Gender, locality, type of school, father's educational qualification, mother's educational qualification)

## Hypotheses of the study

1. There is no significant difference between male and female IX standard students in their classroom adjustment.
2. There is no significant difference between classroom adjustment with respect to age of IX standard science students.
3. There is no significant difference between Tamil and English medium IX standard students in their classroom adjustment .
4. There is no significant difference among BC, OC, MBC, and Sc/ST of IX standard science students in their classroom adjustment.
5. There is no significant relationship between classroom adjustment and study habits of IX standard science students.

## The Method Adopted in the Present Study

In this study the investigator adopted survey method. The survey method gathers data from a relatively large number of cases at a particular time. It is not related to characteristics of individuals as individuals. It is concerned with the generalized statistics that result when data are abstracted from a number of individual's cases. Survey method in a method of collecting and analysing data obtained from large number of responders representing a specific population collected through highly structure and detailed questionnaire. This objective is not only to analyze interpret and

report the status of an institution group area in order to guide practice immediate future but also to determine the adequacy of status by comparing it with established standards.

## Sample

The investigator selected the sample for her study using the stratified random sampling technique. Representative sample of 250 high school students were selected from Kuzhithurai Educational District.

The total number of 250 subjects comprises of males and females.

## Tools Used for Measurement

1. Class room adjustment
2. Study habit inventory

## Statistical Techniques Used

The following statistical techniques have been used for this study.

1. Mean
2. Standard deviation
3. 't' test
4. 'F' test
5. Pearson product moment correlation

There is no significant relationship classroom adjustment and study habits of IX standard science students.

There is no significant difference between male and female IX standard science students in their classroom adjustment.

Table 1

Difference between of male and female IX standard science students  
in their classroom adjustment

Gender	Number	Mean	Standard Deviation	Calculated 't' value	Table value	Result
Male	108	108.185	16.7204	0.734	1.97	N.S
Female	142	106.965	9.3398			

NS: Not significance

From the table 1.1, it is clear that the table value is greater than the calculated value at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female IX standard science students in their classroom adjustment.

There is no significant difference between classroom adjustment with respect to age of IX standard science students.

Table 1.2

Difference between classroom adjustment with respect to age of IX standard science students

Age	Number	Mean	Standard Deviation	Calculated 't' value	Table value	Result
14-15	240	107.091	12.7861	2.404	1.97	S
16-17	10	117.100	15.6166			

S: Significant

From the table 1.2, it is clear that the table value is less than then calculated value at 5% level of significance. Hence the null hypothesis is rejected. It show that there is significant difference between classroom adjustment with respect to age of IX standard Science students.

There is no significant difference between of Tamil and English medium IX standard Science students in their classroom adjustment.

Table 3

Difference between Tamil and English medium IX standard Science students in their classroom adjustment

Medium	Number	Mean	Standard Deviation	Calculated 't' value	Table value	Result
Tamil	38	106.316	6.8066	0.624	1.97	NS
English	212	107.750	13.8547			

NS: Not Significant

From the table 1.3, it is clear that the table value is greater than the calculated value at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between of Tamil and English medium IX standard Science students in their classroom adjustment.

There is no significant difference among BC, OC, MBC, and SC/ST of IX standard Science Students in their classroom adjustment.

Table 4

Difference among BC, OC, MBC, and SC/ST of IX standard Science Students in their classroom adjustment

Source	Sum of Squares	df	Mean Squares	Calculated 'F' value	Table value	Remark
Between Groups	267.200	3	89.067	0.524	3.03	NS
Within Groups	41782.276	246	169.847			

NS: Not Significant

From the table 1.4, it is clear that the table value is greater than the calculated value at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant among BC, OC, MBC, and SC/ST IX standard science students in their classroom adjustment.

Table 5

Correlation between classroom adjustment and study habits of IX standard science students.

Category	Total Number	Mean	Calculated 'r' value	Table Value	Remark
IX standard science students	250	Classroom adjustment and study habit	0.357	0.113	S

From the table 1.27, it is clear there is significant relationship between classroom adjustment and study habits of IX standard science students, as the calculated 'r' value 0.357 is greater than the table value 0.113 at 5% level of significance. Hence the null hypothesis is rejected.

### Findings

1. Hypothesis is accepted. There is no significant difference between male and female IX standard science students in their classroom adjustment.
2. Hypothesis is rejected. There is significant difference between classroom adjustment with respect to age of IX standard science students.
3. Hypothesis is accepted. There is no significant difference between Tamil and English medium IX standard science students in their classroom adjustment.
4. Hypothesis is accepted. There is no significant difference among BC, OC, MBC and SC/ST IX standard science students in their classroom adjustment.

5. Hypothesis is rejected. There is no significant relationship between classroom adjustment and study habits of IX standard science students.

## Interpretations

In the present investigation 't' test reveals that there is no significant difference between male and female students with respect to age, medium of instruction of IX standard science students in their classroom adjustment.

't' test result reveals that there is no significant difference between male and female students, respect to age, medium of instruction of IX standard science students in their study habits.

'F' test result reveals that there is no significant difference in terms of community, type of school, locality of schools, educational qualification of father, mothers educational qualification, occupation of father, occupation of mother, number of sibilings, order of birth, income of the family of IX standard science students in their classroom adjustment.

'F' test result reveals that there is no significant difference according community type of school, locality of schools, fathers educational qualification, mothers educational qualification, occupation of father, occupation of mother, number of sibilings, order of birth, income of the family of the IX standard science students in their study habits.

Relationship analysis of data clearly revealed that there is significant positive correlation exist between classroom adjustment and study habit of IX standard science students. There exist significant positive correlation between classroom adjustment and study habit of IX standard science students.

## Conclusion

This present study gives the following conclusion. This maintain good discipline and order in the society the school must give more training according to become a good citizen and a useful member of the society and emphasis on the basis of unity in diversity.

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## College and University Libraries

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College and university library performs an important function in the educational process. These education provides a totally different environment for boys and girls who go for higher studies. Usually the classes comprise a large number of students and unlike school education, the students of college and university get much less individual attention from the teachers. The students, therefore, have to depend much more on self-learning.

Today, university libraries have a very large and difficult role to play in order to meet a variety of demands of information and knowledge by far larger number of people on far larger number of subjects at far higher prices and negligible grants.

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## Objectives and functions of a College library

- Giving young men and women a wider and deeper understanding of the various disciplines;
- Preparing the more precocious students for advanced studies in various disciplines;
- Preparing of young men and women for shouldering the higher responsibilities of manning schools, government departments, civic organizations, commercial establishments, business and industry, etc;
- Providing adequate and comfortable physical facilities for study;
- Providing bibliographical information and special materials for the research students and faculty.

For translating into practice all these objectives and functions, the college library has a central role to play.

College life also provides students ample opportunities to involve themselves in group activities that help them to develop organizational skills and leadership qualities. Individual talents in fine arts, music, dance, sports and games and such other extra curricular activities get full support during College education. Thus, College education aims to develop students into citizens with intellectual inputs as well as other desirable qualities useful for the country's advancement and progress.

## Library – Keystone in the College Arch

A good and efficient library will certainly help students to meet the new challenges they start facing at college. They can, within the four walls of the library, use their leisure more usefully and meaningfully, discover their own inherent potentialities, launch upon instructive and absorbing hobbies and generally lay the foundations of a good and more responsible life in the future. The libraries will therefore become equally, if not more, important than the classrooms. The libraries will become students workshops. It is in this context that a college library has to play a very responsible role, *vis-à-vis*, the academic needs of young students.

## Key Components of an ideal college library

We shall now acquaint ourselves with the ingredients that go towards making an efficient college library system. These ingredients are:

- a collection of books and other learning and teaching material;
- the user community, comprising students, teachers, the college management and others getting standard library services;
- Physical facilities like building, furniture, equipment;
- Professional staff of the library;
- The college management;
- Finance and budget.

## Collection of books

- A good collection with multiple copies of text-books and other recommended books, at the rate of at least one copy for every ten users;
- Books of a more advanced nature for the benefit of the teachers and also for the more precocious students;
- A wide range of reference books such as general and subject encyclopaedias, language and subject dictionaries, handbooks, manuals, biographical and geographical tools, carrier handbooks, Competition Success, General Knowledge, gazetteers, atlases;
- A browsing collection of light reading material like travelogues, humour books, art books, biographies, fiction etc.

On the size of the collection, educationists hold the view that a representative college library should have at least 50 books per student. Thus a college library, with an enrolment of about a thousand students, should have atleast 50,000 volumes. In addition, it has to have advanced books for the teachers, the management and other users.

## Collection Policy

The collection could be live and active, only if there is a policy of weeding out older textbooks and other overused books or unused books. This is important because these books occupy precious and costly shelf space. Related to this is the policy regarding loss of books. In an active library, there is bound to be loss of books, a reasonable percentage of this loss, must be written off. In modern times, when prices are going up each day, the libraries must go for resource sharing and networking. All needed material can no more be acquired by a single library. Therefore, various libraries shall have to pool up funds and rotate materials between them through the rules of sharing.

## Processing and Organization

A College library should give sufficient attention and thought to the processing and organization of the collection for shelving and display. The classification scheme chosen should fulfill the following criteria:

- The system should have a general acceptance of users;
- The system should have a central organizational base with facilities for periodic updating of the schedules; and
- The system should also have an in-built mechanism for accommodating newly emerging subjects, without in anyway destroying the existing structure. In India, the Dewey Decimal Classification, the Colon Classification and the Universal Decimal Classification are the systems mostly used.

## User Community and Library Services

The Second component of a college library constitutes its user. In addition to teachers, students and staff, the clientele may consist of other users such as author and writers, high school teachers, lawyers, medical practitioners etc. The library must extend facilities to these users, treating them as its honoured guests, adhering,

however, to the rules governing the use of library. Important college library services are:

- Text-book services;
- Lending and inter library loan service;
- Reading room services;
- Information and references;
- Display of current additions or production of lists of current accessions;
- Documentation services, only on specific request, should include:
- Current awareness to literature, special journals. Preparation of current lists of reference, Indexing/Abstracting services on projects, etc.

### Physical Facilities

In order to be able to provide the amenities, referred to above, the college library will have to be housed in an independent building, functional and attractive. The University Grants Commission supports the independent buildings for college library. The college library should have central location with a commanding view and plenty of space around for future expansions. In addition, to the usual reading, stack and work areas; facilities for browsing, for arranging exhibition, seminars, film-shows, etc., should be provided. Special areas for teachers, researchers, need to be provided.

### Professional Staff

A College library must be headed by a person with high academic and professional qualification and experience. It is necessary to give the college librarian the academic status in addition to the salary scale of teachers. The success of the library, entirely depends on the professional services offered by the library staff.

## Finance and Budget

While the Radhakrishnan Commission recommended the setting apart of six per cent of the total college budget for the development of their respective libraries, the Kothari Commission raised it to about ten per cent. The Karnataka State Universities Review Committee went a step further and recommended the setting apart of 20 per cent of the college budget for the maintenance and development of the library. It is a genuine and necessary requirement. Allocation of adequate funds, as recommended by the Raj Commission, is necessary for building a responsive service and for operating the library at the research and teaching level.

## University Libraries

A library is more important in a University, because a library can do without a university cannot function without a library. The number of universities in India has gone up from a mere twenty in 1947, to more than two hundred in the nineties.

## Objectives of a university

- To provide intellectual and managerial leadership to the various fields of government, industry, health, engineering, law, defence, education, agriculture, etc., and imbue them with a sense of social purpose;
- To train a band of research workers in all the areas mentioned above so that the results of research could be harnessed to improve the quality of life of the people;
- To conserve knowledge and ideas for posterity.

## Functions of university

### Learning and teaching;

- Research and generation of new knowledge;
- Dissemination and publication of research results;
- Conservation of knowledge and ideas; and
- Extension and services.

## Objectives and functions of a university library

University libraries support and help the university in achieving each of the objectives of the University.

The major functions that are derived from these objectives are:

- Development of a collection in a wide variety of subjects for learning, teaching, research, publication, etc.,;
- Getting the stock of knowledge materials organized and maintained for use;
- Organise and provide a variety of library, documentation and information services, both responsive and anticipatory.

## The user Community

The user community of university libraries include the following:

- Students at different levels of study in different subjects;
- Teachers, imparting instructions and guiding students at different levels and in different subjects;
- Research students working for M. Phil or Ph.D. degrees;
- Post – doctoral research scholars working on specific projects;
- Professors and experts guiding research projects and managing research activities of the university.
- Members of the various academic and executive bodies of the university;
- The university management involved in its major task of managing of a large scale institution of higher learning and research;
- Scholars in general, who get special privileges of using the university library; and
- Others.

## Services

The university library should offer a number of library, documentation and information services. Among others, the services may include the following:

- Library Services
- Current Awareness Services
- Bibliographic Services
- Condensation Services
- Specialised Services.

## Professional Staff

The university professional staff must match the quality of the teaching and research community in terms of academic and professional qualifications, experience and expertise. The library, documentation and information services that are offered by the library system must reflect the professional competence of the library staff. Their constant interaction with students at different levels, faculty, research scholars, computer and communication experts, and management experts of the university should ensure credibility and appreciation from the user community. It is only through innovative approaches that the user communities would be attracted to the library and its services which in turn, would result in the best use of the library. It is for these reasons that the library staff should enjoy the status and salary of the teaching community and should be considered as part of the academic staff.

## Finance and Budget

The university library operates on the allocation of funds by university. This has been based upon norms set and recommended by the different commissions on education, reference to which has already been made. The recommendations of Raj Committee states that 20% of the university budget should be available for the university library. But as has been said in the earlier section, the cost of a university library must be viewed in the context of changing educational and information technology. It is learnt that the University Grants Commission is reviewing the entire situation to design a library network of university libraries. It is hoped that due emphasis will be laid on local and regional networks, as has happened all over the world, instead of going for inverted pyramid of a national structure alone, in absence of regional and local efforts. No inverted pyramid can ever be able to stand, be it INFLIBNET or any other body.

## Commission on Libraries

In the last hundred years, a number of commissions and committees have been appointed by the government to review the educational system in India and make appropriate recommendations to improve and strengthen it. Notable among them are, the Radhakrishnan Commission on higher education (1948), the Mudaliar Commission on secondary education (1952-53) and Kothari Commission on education (1964) and Karnataka State Universities Review Committee, headed by Professor K.N. Raj (1979).

The establishment of the University Grants Commission is yet another landmark in the growth of library and university education in India. The University libraries have gained very substantially in terms of getting book funds, grants for library buildings, and other facilities.

## Conclusion

The college and university libraries have a big responsibility and a very important role to play not only in shaping students for higher learning and research, but also in providing a variety of services to meet other demands.

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## A Study on Environmental Awareness and Ecological Behaviour among Arts and Science College Students in Kanyakumari District

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Environmental education is learning process that increases people's knowledge and awareness about the environment. Environmental awareness help the individuals to acquire an awareness of total environment and its allied problems. Behavioural consequences such as levels of pollution, resource savings, and energy quantities, rather than human behaviour, should be the prime targets in the environmental domain. This study examines the relationship between the environmental awareness and ecological behaviour of arts and science college students. Survey research was conducted on 300 female arts and science college students. Results shows that a positive correlation was found between environmental awareness and ecological behaviour.

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## Introduction

Environmental education deals with man's relationship with his natural and man-made surroundings. It also deals with the dynamics of the physical, biological, socio economic, political and technological dimensions. Environmental Awareness is a state of being conscious about environment. It may be defined as to help the individual to gain variety of information and experiences to acquire basic knowledge and understanding of environment and problems associated within. The environmental consequences of a behaviour either go unnoticed or are not taken into account by a person, to what extent can subjective measures, such as environmental concern, values, and attitude, be predictive of whether or not that behaviour is performed. Behaviour measures in the environmental domain have to address issues that go well beyond the quality indicators psychologists commonly use, such as construct, concurrent, predictive, discriminates, and external validity.

## Need and Significance of the Study

Environmental Awareness is the ability to understand the problems of environment through the relevant to the society and its individuals to solve theses environmental problems. The Government and Various non-Government organizations are adopting different strategies to promote awareness on different strategies should be established as an integral part of any major programmer of environmental awareness. The study is primarily concerned with us to what extent that the students have the knowledge and involvement in the environmental issues and environmental situations. The Scope of the study is also concerned with the improvement of quality of life of students. So the investigator wants to find out the relationship between Environmental Awareness and Ecological Behaviour of Arts and Science College students.

## Objectives of the Study

The objectives of the present study are,

1. To find out the significant difference between the Arts and Science college students in their Environmental Awareness based on gender .

2. To find out the significant difference between the Arts and Science college students in their Ecological Behaviour based on locality.
3. To find out the significant difference between the Arts and Science college students in their Ecological Behaviour based on gender.
4. To find out the significant difference between the Arts and Science college students in their Ecological Behaviour based on the locality of college.
5. To find the significant relationship between environmental awareness and ecological behaviour of Arts and Science College students.

### Hypotheses of the Study

Hypotheses of the present study are,

1. There is no significant difference between the Arts and Science college students in their Environmental Awareness based on gender.
2. There is no significant difference between the Arts and Science college students in their Environmental Awareness based on locality of college.
3. There is no significant difference among the Arts and Science college students in their Ecological Behaviour based on gender.
4. There is no significant difference among the Arts and Science college students in their Ecological Behaviour based on their locality of college.
5. There is no significant relationship between environmental awareness and ecological behaviour of Arts and Science College students.

### Method Used for the Present Study

The investigator has used survey method to study the relationship between the environmental awareness and ecological behaviour of Arts and Science College Students.

## Population& Sample

Population for the present study comprises of arts and science college students from various Colleges in Kanyakumari District. The sample of the present study consists of 300 Arts and science college students from ten Colleges.

## Description of the Tool & Data Collection

Environmental Awareness Scale consists of 61 items of multiple choice type statements seeking the College student's response. Ecological Behaviour Scale consists of 46 items of statements seeking an alternative among three from the college students. For the purpose of collecting data the investigator has selected 10 colleges in Kanyakumari District.

## analysis of data

H1: There is no significant difference between the Arts and Science college students in their Environmental Awareness based on Gender.

Table – 1

Environmental Awareness of Arts and Science College Students Based on Gender

Gender	Number	Mean	SD	t'	P	Remark
Male	43	173.16	15.175	0.008	0.014	S
Female	257	173.15	11.371			

The obtained 't' value (0.008) is significant at 0.05 level. Hence the null hypothesis is rejected. This shows that there is significant difference between the Environmental Awareness on Arts and Science college students based on gender.

H2 :There is no significant difference between the Arts and Science college students in their Environmental Awareness, based on Locality of college.

Table –2

Environmental Awareness of Arts and Science College  
Students Based on Locality

Locality	Number	Mean	SD	t'	P	Remark
Rural	270	173.29	12.286	0.603	0.040	S
Urban	30	171.90	8.535			

The obtained 't' value (0.603) is significant at 0.05 level. Hence the null hypothesis is rejected. This shows that there is significant difference between the Environmental Awareness on Arts and Science college students based on locality.

H3: There is no significant difference among the Arts and Science college students in their Ecological Behaviour based on Gender.

Table – 3

Ecological Behaviour of Arts and Science College  
Students Based on Gender.

Gender	Number	Mean	SD	t'	P	Remark
Male	43	163.70	21.739	-0.297	0.940	NS
Female	257	164.79	22.498			

The obtained 't' value (-0.297) is significant at 0.05 levels. Hence the null hypothesis is accepted. This shows that there is no significant difference between the Ecological Behaviour on Arts and Science college students based on gender.

H4: There is no significant difference among the Arts and Science college students in their Ecological Behaviour based on Locality of the college.

Table – 4

Ecological Behaviour of Arts and Science College Students  
Based on Locality

Locality	Number	Mean	SD	t'	P	Remark
Rural	270	163.76	22.852	0.284	0.068	NS
Urban	30	163.53	17.573			

The obtained 't' value (0.284) is significant at 0.05 levels. Hence the null hypothesis is accepted. This shows that there is no significant difference between the Ecological Behaviour on Arts and Science college students based on locality.

H5: There is no significant relationship between Environmental Awareness and Ecological Behaviour among the Arts and Science college students.

Table-5

Relationship between Environmental Awareness and  
Ecological Behaviour of Arts and Science College Students

Variables	Number	t'	Level of Significance
Environmental Awareness Ecological Behaviour	300	0.243	0.01 level

As it is shown in the above table Environmental Awareness and Ecological Behaviour of Arts and Science College Students are positively correlated and significant at 0.01 levels. The relationship between the variables may be described as 'low'.

## Findings

- There is significant difference between the Arts and Science college students in their Environmental Awareness based on gender.

- There is significant difference between the Arts and Science college students in their Environmental Awareness, based on Locality of college.
- There is no significant difference between the Arts and Science college students in their Ecological Behaviour, based on gender.
- There is significant difference between the Arts and Science college students in their Ecological Behaviour based on locality.
- There is no significant relationship between Environmental Awareness and Ecological Behaviour among the Arts and Science college students.

### Interpretation of the Study

On comparing the level of Environmental Awareness of Arts and Science College Students based on Gender it is found that more percentage of Female Students possesses “High Level” of environmental awareness. There is significant difference between the Arts and Science college students in their Environmental Awareness, based on Gender. On comparing the level of Environmental Awareness of Arts and Science College Students based on Locality of college it is found that more percentage of rural Arts and Science College Students possess “High Level” of environmental awareness. It is observed that Arts and Science college students from rural colleges have more dealing with their environment as their parents engage in agriculture. Hence the rural Arts and Science college students tend to develop more Environmental Awareness than the urban Arts and Science College students. There is significant difference between the Arts and Science college students in their Environmental Awareness, based on Locality of college.

### Educational Implication

From the analysis of the present study the investigator wishes to recommend the following.

- ✚ The educational planners and administrators have to take necessary steps to improve the environmental awareness and ecological behavior among the Arts and Science College Students.

- ✚ To conduct awareness programmes to develop ecological behavior among the Arts and Science College Students.
- ✚ Awards may be given to the innovative practices by the Arts and Science College Students.
- ✚ Orientation programmes can be conducted to improve environmental awareness and ecological behavior among Arts and Science College Students.

## Conclusion

Environmental Awareness is necessary to know the importance of keeping the environment clean and protecting the earth. It is a state being conscious about environment. It may be defined as to help the individual to gain variety of information and experiences to acquire basic knowledge and understanding of environment and problems associated with it. Environmental degradation in the form of pollution is unimaginable. As a result of deforestation, there is a change in the global warmth and annual rainfall. All these call for environmental awareness and it is necessary to know the awareness and behavior of the students.

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