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PREFACE

Social intelligence is the capability to effectively navigate and negotiate complex social relationships and environments. Social Ross Honeywill believes social intelligence is an aggregated measure of self- and social-awareness, evolved social beliefs and attitudes, and a capacity and appetite to manage complex social change. Psychologist Nicholas Humphrey believes that it is social intelligence, rather than quantitative intelligence, that defines humans. Educational researcher Raymond H. Hartjen asserts that expanded opportunities for social interaction enhance intelligence. This suggests that children require continuous opportunities for interpersonal experiences in order to develop a keen 'inter-personal psychology. Traditional classrooms do not permit the interaction of complex social behavior. Instead, students in traditional settings are treated as learners who must be infused with more and more complex forms of information. The structure of schools today allows very few of these skills, critical for survival in the world, to develop. Students who have had an opportunity to develop their skills in multi-age classrooms and at democratic settings rise above their less socially skilled peers. They have a good sense of self, know what they want in life and have the skills to begin their quest.

People perform better when they are committed to achieving certain goals. Through an understanding of the effect of goal setting on individual performance, organizations are able to use goal setting to benefit organizational performance. Locke and colleagues (1981) examined the behavioral effects of goal-setting, concluding that 90% of laboratory and field studies involving specific and challenging goals led to higher performance than did easy or no goals. To elicit some specific form of behavior from another person, it is important that this person has a clear view of what is expected from him/her. A goal is thereby of vital importance because it helps an individual to focus his or her efforts in a specified direction. In other words, goals canalize behavior. Goal mechanisms affect performance by increasing motivation to reach set goals (Latham, 2004). These mechanisms are inputs that affect behavior in groups or individuals, which serve to increase attention to a goal, energy in pursuing a goal, persistence in achieving a goal, and ability to strategize to reach a goal.

The word inspiration comes from Latin inspirare meaning to breathe spirit. To inspire another or to be inspired means to infuse with life; to stimulate or impel some creative or effective effort; to give life or courage to; to cheer; to exhilarate. One of the primary teaching objectives for instructors is to inspire students and to encourage and stimulate them to engage with the learning in such a way that they begin to generate their own enthusiasm. Instructors need to arrive on time, prepared and excited about the subject to be covered. Opening a class with music, movement, quotes and poems that support the lesson set a tone of enthusiasm. Instructors create an experience of community and trust when they listen openly, embrace and celebrate diversity, make time to answer questions, and build relevance between the subject

A STUDY ON SOCIAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL TEACHERS IN COIMBATORE DISTRICT

*M.Nalinilatha   **P. Ambrose

Abstract

The objective of the study is to find out the level of Social Intelligence of higher secondary school teachers in Coimbatore district with reference to the background variables. Survey method was employed. The tool used in this study is Social Intelligence scale it is an adopted tool constructed by Dr.N.K. Chanda (1986). This tool deals with 6 factors of social intelligence. In the present study, social intelligence acts as an Independent Variable. This social intelligence depends on some factors like Gender, Locality, Type of Family, Type of Management, Educational Qualification, Marital Status, Years of Experience. These are all the dependent variables. The significant difference between the means of each pair of group is computed using Standard Deviation, „t test, and ANOVA. The findings are established and tabulated from the analysed data. The finding shows that female higher secondary school teachers have higher level of social intelligence compared to male higher secondary school teachers. According to the results and findings the present study concludes that the level of social intelligence is higher in female higher secondary school teachers compared to male higher secondary school teachers.

Keywords: Social Intelligence, Higher Secondary School Teachers.

Introduction

The word 'Intelligence' forms a pack of our ordinary stock of words which one uses every day. In the field of psychology too the word intelligence finds a fairly comprehensive use, but it has been defined in a number of ways by the scientists. Some of these definitions are given below. " Intelligence is the general capacity of an individual consciously to adjust his thinking to new requirements. It is the general mental adaptability to new problem and conditions of life." (Stern 1914). "Intelligence is the capacity to learn and adjust to relatively new and changing conditions" (Wagon 1937). Various individuals are using learned social skills to improve the quality of their life and relationships. Most of human psychological problems were associates with the society the psychological problems like depression 'tear' confusion, anger created by positive human emotions are critical to the happiness of the individual in the society. So social intelligence is created to bring the skills to the world of human interaction and relations. According to E.L Thorndike (1920) the term intelligence refers to a

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"person's ability to understand and manage the people.

Significance of the Study

Socially intelligent people are more likely to succeed in everything they undertake in their life. Social Intelligence involves developing and identifying communication and social skills, as well as showing how to effectively and purposefully mediate interactions with family members, friends and colleagues in the personal or work environment. Social Intelligence is important on a number of different levels. First, as we become more and more technologically savvy, we interact with each other less and less. Social Intelligence helps to express themselves correctly, handle friendship miscommunications and interact in person, not just through their devices. Second, social Intelligence can help with family communication in the home. Teaching family members how to read each other and ask for what they need can bring harmony into the home. Lastly, as young people enter adulthood; social Intelligence becomes essential in job interviews, in adult relationships and in almost every career. Hence the investigator would like to examine the level of social intelligence among higher secondary school teachers in Coimbatore district.

Statement of the Problem

The present study is entitled as "A Study on Social Intelligence of Higher Secondary School Teachers in Coimbatore District".

Operational Definition

Social Intelligence

Vernon (1933) defined social intelligence as the persons " ability to get along with people".

Social Intelligence

Social intelligence is the ability to understand and manage people around us.

Objectives of the Study

To find out whether there is a significant difference in the level of social intelligence of higher secondary school teachers with regard to Gender, Educational qualification, Work experience, Type of management.

Hypotheses of the Study

There is no significant difference between the male and female higher secondary school teachers in their social intelligence.

There is no significant difference between the UG and PG qualified Higher secondary school teachers in their score social intelligence.

There is no significant difference between the below 5 years and above 5 years work experienced higher secondary school teachers in their social intelligence.

There is no significant difference among Government , Government aided and private Higher secondary school teachers in the score social intelligence.

Methods and Procedure

Survey method is adopted for the

study. Data's are collected from samples of 300 teachers working in Higher Secondary Schools (10 Government, 10 Government Aided and 10 Private higher secondary schools) in Coimbatore district that were selected randomly. For the present study the investigator used Social Intelligence scale test which consists of 25 items constructed by Dr.N.K.Chandha (1986). This tool deals with 6 factors of social intelligence. They are patience, confidence, cooperativeness and sensitivity sense of humor and recognition of social environment.

Analysis of Data

Analysis is the statistical method, which describes the characteristic of the data and will give the investigator an insight into the problem. It simplifies the masses of facts and presents them in an understandable form in order to test the hypotheses.

1.1. Higher Secondary School Teachers Social Intelligence with regard to Gender.

Hypothesis

There is no significant difference between the male and female higher secondary school teachers in their social intelligence.

Background Variables	Group compared	N	Mean	Standard deviation	't' Value	Table value
Gender	Male	89	50.59	5.20	1.97	1.96
	female	201	49.58	5.91		

Significant at P=0.05 Level

From the above table it is inferred that there is some difference in the mean value of social intelligence of male and female teachers. To assess whether the difference in mean is significant t value is calculated.

The calculated t value (1.97) is higher than the table value (1.96) at 5% level of significance. Therefore, there is significant difference in the social intelligence of male and female higher secondary school teachers . Hence the null hypothesis " **There is no significant difference between the male and female higher secondary school teachers in their social intelligence.**" Is not accepted.

The difference may be due to the fact that the female teachers may be dedicated and committed to their profession. (Daniel Goleman 1995)

1.2. Higher Secondary School Teachers Social Intelligence with regard to Educational Qualification.

Hypothesis

There is no significant difference between the UG and PG qualified higher secondary school teachers in their score social intelligence.

Background Variables	Group compared	N	Mean	Standard deviation	't' Value	Table value
Educational Qualification	UG	96	50.39	7.10	0.63	1.96
	PG	192	49.79	7.06		

Significant at P=0.05 Level

From the above table it is inferred that there is some difference in the mean value of social intelligence of under graduate and post graduate higher secondary school teachers. To assess whether the difference in mean is significant, t value is calculated.

The calculated t value (0.63) is lower than the table value (1.96) at 5% level of significance. Therefore, there is no significant difference in the social intelligence of under graduate and post graduate higher secondary school teachers . Hence the null hypothesis " **There is no significant difference between the UG and PG qualified Higher secondary school teachers in their score social intelligence.**" Is accepted.

1.3. Higher Secondary School Teachers Social Intelligence with regard to Work Experience.

Hypothesis

There is no significant difference between the below 5 years and above 5 years work experienced higher secondary school teachers in their social intelligence.

Background variables	Group compared	N	Mean	Standard deviation	't' Value	Table value
Work Experience	Above 5 Years	141	49.54	7.04	1.03	1.96
	Below 5 Years	159	50.47	7.10		

Significant at P=0.05 Level

From the above table it is inferred that there is some difference in the mean value of social intelligence of above 5 years and below 5 years experienced teachers. To assess whether the difference in mean is significant, t value is calculated.

The calculated t value (1.03) is higher than the table value (1.96) at 5% level of significance. Therefore, there is no significant difference in the social intelligence of male and female higher secondary school teachers. Hence the null hypothesis **" There is no significant difference between the below 5 years and above 5 years work experienced higher secondary school teachers in their social intelligence."** Is accepted.

1.4. Higher Secondary School Teachers Social Intelligence with regard to Type of Management.

Hypothesis

There is no significant difference among Government , Government aided and private Higher secondary school teachers in the score social intelligence.

Background variables	Group Compared	N	Mean	Standard deviation
Type of Management	Government	104	50.9	7.10
	Government Aided	105	48.59	6.97
	Private	91	51.16	7.13

From the above table it is inferred that, there is difference in the mean value of social intelligence among government, government aided and private schools. the mean score of private school teachers is slightly higher than that of government school teachers. Whereas the mean score of social intelligence of government aided school teachers is lower than the other two school teachers.

ANOVA is used to find the difference is significant. The following table gives the result of F value of social intelligence with reference to type of management.

1.5. ANOVA of Social Intelligence: Type of Management

Sources of Variation	Sum of Squares	Df	Mean sum of squares	F Ratio	Table value
Between groups	172.0177	2	86.00883	2.80	3.06
Within groups	4519.876	297	30.74745		
Total	4619.893	299			

Significant at P=0.05 Level

The calculated F value (2.80) is lower than that of the table value (3.06) at 5% level of significance. Therefore, there is no significant difference in the social intelligence higher secondary school teachers with reference to type of management. Hence the null hypothesis **"There is no significant difference among Government , Government aided and private Higher secondary school teachers in the score social intelligence".** Is accepted

Findings

The calculated 't' value (1.97) is higher than the table value (1.96) at .5% level of significance. This proves that there is significant difference in social intelligence of male and female Higher secondary school teachers.

The calculated 't' value (0.63) is lower than the table value (1.96) at .5% level of significance. Therefore is no significant difference in social intelligence of undergraduate and postgraduate Higher secondary school teachers.

The calculated 't' value (1.03) of lower than the table value (1.96) at .5% level of significance. Therefore is no significant difference in social intelligence of above 5 years and below 5 years work experience among Higher secondary school teachers.

The calculated 'f' value (2.80) of

social intelligence of Government, Government aided and Private higher secondary school teachers is lower than that of the table value (3.06) at 5% level of significance. This proves that there is no significant difference among Government , Government aided and private Higher secondary school teachers in the score social intelligence.

Recommendations

Based on the findings of the study the following recommendations are suggested by the investigator, Social intelligence is important for all profession especially for teachers. It promotes humanity. Enriches our life with people and society concerned. Every teacher should possess some level of social intelligence.

Conclusion

The investigator found that majority of higher secondary school teacher's social intelligence is low. The present study found out that female higher secondary school teachers have higher level of social intelligence compare to male. This study shows that teachers do not find healthy environment in schools for developing their social intelligence. The schools fail to provide a proper environment to develop better relationship, positive behavior, social skills, positive attitudes and good mental health in teachers. Exclusive training package for teachers need to be developed to facilitate the development of professionalism in teachers, promotion and improvement of values and attitudes among teachers.

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GOAL ACHIEVING BEHAVIOUR AMONG NINTH STANDARD
STUDENTS IN KALLAKURICHI EDUCATIONAL DISTRICT
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GOAL ACHIEVING BEHAVIOUR AMONG NINTH STANDARD STUDENTS IN KALLAKURICHI EDUCATIONAL DISTRICT

*Mr. O.Senthil Kumar   **S.Devasahayam Selvakumar

Abstract

The article was about the study of Goal achieving behavior among ninth standard students, 1066 samples was collected from 22 different schools in Kallakurichi Educational District. Simple random sampling technique was used to collect the sample from various schools. The level of Goal Achieving Behavior of Secondary Students was average in nature. Boy and girl secondary students were found to be similar in their Goal Achieving Behavior. Student studying in self-financing schools are found to be higher than the students studying in government and government aided schools in their Goal Achieving Behavior. Students studying in Girls' schools are found to be higher than the students studying in Boys' and Co-education schools in their Goal Achieving Behavior.

Keywords: Goal Achieving Behaviour

Introduction

Goal achieving behavior is an important component of students' motivation, self-regulation, and achievement in academic settings. A goal is a behavior or outcome that one is consciously trying to perform or attain. Goal achieving behavior refers to the process of establishing that behavior or outcome to serve as the aim of one's actions. Goals can exert positive effects in achievement settings by directing learners' attention to important activities and away from distractions and by mobilizing their effort and persistence directed towards goal attainment. Researchers such as Bandura (1986) and Locke and Latham (1990, 2002) have identified various goal properties and have investigated how different goals link with achievement outcomes. Motivational benefits are not as great with general goals because almost any level of performance satisfies the standard (Locke & Latham, 2002).

Locke and Latham (1990) proposed that the key components are goal choice and commitment. Goal choice includes the goal people are trying to obtain and the level at which they are trying to attain it. Goal commitment refers to how enthusiastic people are about a goal or how determined they are to achieve it. They also identified several factors that affect goal choice and commitment, including personal-individual factors such as skill level and previous performance and social-environmental factors such as group norms and the nature of authority and feedback.

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Goal Achieving Behavior is considered to be success, for it is true that success is defined by the achievement of a desired subjective behavior .Goals are personal and success relative to the individual. Goal achieving behavior is related to the mentality of an individual in every stage of their life. It is related to one's level of determination. It directs one to reach their destination. Goal achieving behavior is a focus on learning the mastering the task according to self set standards or self improvement .It also encompasses developing new skills competence, trying to accomplish something challenging in any field (Baumeister, R. F., Vohs, K. D., & Tice, D. M)

If people want to achieve their goals, they need to set goals framed in a way that maximizes their attainment. Framing one's goals in terms of promoting positive outcomes verses preventing negative outcomes (Higgins, 1997) facilitates goal attainment to acquire competence rather than demonstrate the possession of competence (Dweck,1999) and anticipating internal rewards rather than external rewards(Ryan & decci,2001).

Tool

Goal Achieving Behaviour scale standardized by Susan Barkman and Krishna(2002) was used.

Methods

Simple random sampling technique has been used in the present study.

Data Analysis

Descriptive Analysis

Hypothesis 1

The level of Goal Achieving Behavior of Secondary Students is average in nature.

Table 1

Showing the distribution of low, average and high Goal Achieving Behavior groups in the sample

Variable	Low		Average		High	
	N	%	N	%	N	%
Goal Achieving Behavior	270	25.3	526	49.3	270	25.3

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From the above table, it is found that 49.3 % of secondary students have average level of Goal Achieving Behavior; the high and low Goal Achieving Behavior groups are almost of equal size, suggesting that the scores in the sample are more or less normally distributed.

Hypothesis 2

There is no significant difference between secondary school Boys and Girls in their Goal Achieving Behavior.

Table 2

Showing the significance of the difference between the mean scores of boys and girls in their Goal Achieving Behavior.

Variable	Gender	N	Mean	SD	't' Value	Level of Significance
Goal Achieving Behavior	Boys	516	50.70	11.731	1.353	NS
	Girls	550	51.71	12.523		

It is evident from the above table that there is no significant difference between secondary school Boys and Girls in their Goal Achieving Behavior. It is also observed that the boys and girls secondary students are found to be similar in their Goal Achieving Behavior. Hence, the formulated hypothesis states that "There is no significant difference between secondary school Boys and Girls in their Goal Achieving Behavior." is accepted.

Hypothesis 3

There are no significant differences among the secondary students studying in Government, Government Aided and Self-Finance in their Goal Achieving Behavior.

Table 3

Showing the significance of the difference among the secondary students studying in Government, Government Aided and Self-Finance in their Goal Achieving Behavior

Variable	Type of School Management	Mean	SSb	SSw	'F' Value	Level of Significance
Goal Achieving Behavior	Government	52.93	17203.377	140036.4	65.294	0.01
	Government Aided	43.07				
	Self -Finance	53.75				

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It is evident from the above table that there are significant differences among the secondary students studying in Government, Government Aided and Self-Financing schools in their Goal Achieving Behavior. It is also observed that students studying in self-financing schools are found to be higher than the students studying in government and government aided schools in their Goal Achieving Behavior. Hence, the formulated hypothesis of "There is no significant difference among the secondary students studying in Government, Government Aided and Self-Financing schools in their Goal Achieving Behavior." is rejected.

Hypothesis 4

There are no significant differences among the secondary students studying in Boys', Girls' and Co-education schools in their Goal Achieving Behavior.

Table 4

Showing the significance of the difference among the secondary students studying in Boys', Girls' and Co-education schools in their Goal Achieving Behavior

Variable	Type of School	Mean	SSb	SSw	'F'Value	Level of Significance
Goal Achieving Behaviour	Boys'	50.53	2196.219	155043.5	7.529	0.01
	Girls'	54.20				
	Co-education	50.53				

It is evident from the above table that there are significant differences among the secondary students studying in Boys', Girls' and Co-education schools in their Goal Achieving Behavior. It is also observed that students studying in Girls' schools are found to be higher than the students studying in Boys' and Co-education schools in their Goal Achieving Behavior. Hence, the formulated hypothesis "There is no significant difference among the secondary students studying in Boys', Girls' and Co-education schools in their Goal Achieving Behavior." is rejected.

Educational Implications

Goal-setting in school settings shows that students' learning, motivation, and self-regulation can be improved when students pursue goals that are specific, proximal, and moderately difficult, receive feedback on their goal progress, focus their attention on learning processes, and shift their focus to outcome goals as their skills develop.

Children have short time frames of reference; immediate goals are motivating,

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whereas long-term goals are not. Short, focused lessons reflect this idea. With development, students are better able to cognitively represent long-term outcomes. Teachers can work with students to help them break long-term goals into short-term sub goals, establish timelines, and assess their progress towards their goals. Teachers also can assist students in evaluating their capabilities to engage in these tasks, which will help to develop their self-regulatory competencies. Students who graduate from high school with a mindset that includes the importance of setting goals and assessing progress will be well prepared to meet future educational and life challenges

Goal Achieving Behavior varies from person to person based on certain external factors. Research tells that girls are more potential, highly capable of doing great things and naturally talented when compared to boys. To overcome this boys should be more confident, mentally strong and strict to their situations.

Conclusions

People perform better, when they are committed to achieving certain goals. Through an understanding of the effect of goal setting on individual performance, organizations are able to use goal setting to benefit organizational performance.

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INSPIRATION ON DIFFERENT LEVELS OF SOCIAL
STRATA AMONG SECONDARY SCHOOL STUDENTS
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INSPIRATION ON DIFFERENT LEVELS OF SOCIAL STRATA AMONG SECONDARY SCHOOL STUDENTS

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Abstract

This article aims at inspiration of secondary school students hailing from low, moderate and high social strata. For this, the investigator used survey method. The total population was all the learners studying IX in the secondary and higher secondary schools in Tirunelveli district. From this population, the investigator selected 1020 learners using simple random sampling technique. The investigator used Inspiration Inventory developed by Todd M.Thrash and Andrew J.Elliot (2003). Anova and Correlation analysis were used for analyzing the data. The findings of the study showed that inspiration of secondary students hailing from low, moderate and high social strata differed significantly.

Key words: Inspiration, Social strata

Introduction

Education means a lot in everyone's life as it facilitates our learning, knowledge and skill. Home is the first place of education and parents are the first teacher in everyone's life. Socio-economic status is related to school performance; it does not mean that the rich are born smart. This only means that, in richer families, children are more likely to have more experiences that stimulate their internal urge or inspiration (Sandro, 1987). Delaney, Harmon and Redmond (2010) show that students with a low socioeconomic status underestimate themselves because of the socioeconomic status which they inherited from the parents.

Socio-Economic Status (SES) is often measured as a combination of education, occupation and income. Research indicates that children from low SES households and communities develop academic skills more slowly compared to children from high SES groups (Morgan, Farkas, Hillemeier & Maczuga, 2009).

Socioeconomic status can be defined as 'a person's overall social position to which attainments in both the social and economic domain contributes' (Ainley et al., 1995: ix).

Inspiration

Inspiration has been centre of attention because it constitutes the backbone of learning process. According to Scott Barry Kaufman (2011), inspiration involves both being inspired *by* something *and acting on* that inspiration. Inspiration is a

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complicated process and learning in real sense gets completed through motivation. Parents are one of the most important and influential elements on the lives of their children. They have the power, ability to shape, sustain and develop their children's ability creative, tolerant, through their positive involvement in the learing process and educational activities. A child's capability of success in school depends mostly on the socio-economic status of his / her home environment. Socio-economic status has a relatively strong impact on student's achievement. However, there is a question as to how for the strength of the parent's socio-economic status could inspire a child's capability to achieve academic success. Socio-economic status has a positive impact on student's educational inspiration at all levels.

Title of the research study

The research study is entitled as "Inspiration on different levels of social strata among Secondary school students".

Significance of the study

If the inspiration perceived by the students may be good, they are wholeheartedly involved in the learning process, which in turn their wellness and skills in to excellence. Academic achievement of a student is relying on the factors like personality, intelligence, creativity, motivation and socio-economic factors. If a student has to study a series of subjects and has to develop different levels of cognition, inspiration is an important component of the achievement.

In a culture obsessed with measuring talent and ability, we often overlook the important role of inspiration. Inspiration propels a person from apathy to possibilities and transforms the way we perceive our own capabilities. Socio-economic status, sometimes shortened to SES, is a sociological classification indicating the close relationship between someone's wealth and that person's social status. Socio-economic status is one of the key indicators when looking at a number of issues, including school performance, crime and juvenile delinquency. The current study finds out the inspiration of secondary students hailing from low, moderate and high social strata.

Objectives of the study

To find out the levels and significant difference of inspiration among secondary school students hailing from low, moderate and high socio-economic strata.

Hypotheses of the study

1. The level of Inspiration of Secondary School Students hailing from Low Socio-Economic Status is not high.

2. The level of Inspiration of Secondary School Students hailing from moderate Socio-Economic Status is not high.

3. The level of Inspiration of Secondary School Students hailing from high Socio-Economic Status is

not high

4. There is no significant difference among the Secondary School Students hailing from low, moderate and high social strata in their inspiration.

5. There is no significant difference among the Secondary School Boy students hailing from low, moderate and high social strata in their inspiration.

6. There is no significant difference among the Secondary School Girl students hailing from low, moderate and high social strata in their inspiration.

7. There is no significant difference among the Secondary School Rural students hailing from low, moderate and high social strata in their inspiration.

8. There is no significant difference among the Secondary School Urban students hailing from low, moderate and high social strata in their

Analysis and findings

1. The level of Inspiration of Secondary School Students hailing from Low Socio-Economic Status is not high.

inspiration.

Methodology

The investigator has used the survey method to collect data.

Population

The students who are studying IX standard in secondary and higher secondary schools in Tirunelveli district was taken as the population of the study.

Sample

The investigator has randomly selected 1020 secondary students studying IX in high and higher secondary schools in Tirunelveli District, Tamilnadu.

Tool used

The investigator has used the following tool for the present study.

Inspiration Inventory developed by Todd M.Thrash and Andrew J.Elliot (2003).

Statistical Techniques Used

Mean, Standard deviation, Anova and correlation analysis were used to analyze the data.

Table 1

Showing the level of Inspiration of Secondary School Students hailing from Low Socio-Economic Status.

Variable	Low		Average		High	
	N	%	N	%	N	%
Inspiration	160	27.8	288	50.0	128	22.2

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INSPIRATION ON DIFFERENT LEVELS OF SOCIAL
STRATA AMONG SECONDARY SCHOOL STUDENTS
*S.Mercy Johanna   **S.Devasahayam Selvakumar

It could be seen from the above table that it is found that 50% of secondary school students have average level of inspiration; the high (22.2%) and low (27.8%) inspiration groups are almost of equal size, suggesting that the scores in the sample are more or less normally distributed. Hence, it is concluded that the level of Inspiration of Secondary School Students hailing from Low Socio-Economic Status is not high.

2. The level of Inspiration of Secondary School Students hailing from moderate Socio-Economic Status is not high.

Table 2

Showing the level of Inspiration of Secondary School Students hailing from moderate Socio-Economic Status

Variable	Low		Average		High	
	N	%	N	%	N	%
Inspiration	83	24.1	165	48	96	27.9

It could be seen from the above table that 48% of secondary school students have average level of inspiration; the high (27.9%) and low (24.1%) inspiration groups are almost of equal size, suggesting that the scores in the sample are more or less normally distributed. Hence, it is concluded that the level of inspiration of Secondary School Students hailing from moderate Socio-Economic Status is not high.

3. The level of Inspiration of Secondary School Students hailing from high Socio-Economic Status is not high.

Table 3

Showing the level of Inspiration of Secondary School Students hailing from High Socio-Economic Status.

Variable	Low		Average		High	
	N	%	N	%	N	%
Inspiration	23	23	45	45	32	32

It could be seen from the above table, it is found that 45% of secondary school students have average level of inspiration; the high (32%) and low (23%) inspiration groups are almost of equal size, suggesting that the scores in the sample are more or less normally distributed. Hence, it is concluded that the level of Inspiration of Secondary School Students hailing from high Socio-Economic Status is not high.

4. There is no significant difference among the secondary school students hailing from low, moderate and high social strata in their inspiration.

Table 4

Showing the significant difference among the secondary school students hailing from low, moderate and high social status.

Inspiration	Level of Socio-Economic Status	N	Mean	SSb	SSw	Calculated 'F' Value	Level of Significance
Inspiration	Low	576	31.33	752.843	120792.0	3.169	0.05
	Moderate	344	32.41				
	High	100	34.10				
	Total number	1020					

It is evident from the above table that there is a significant difference among low, moderate and high socio-economic strata of secondary school students in their inspiration. It is also concluded that the students hailing from high socio-economic strata found to be higher than the students hailing from moderate and low socio-economic strata in their inspiration. Hence, the formulated hypothesis "There is no significant difference among the secondary school students hailing from low, moderate and high social strata in their inspiration" is accepted.

5. There is no significant difference among the secondary school boy students hailing from low, moderate and high social strata in their inspiration.

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Table 5

Showing the significant difference among the secondary school boy students hailing from low, moderate and high social status.

Inspiration	Level of Socio-Economic Status	N	Mean	SSb	SSw	Calculated 'F' Value	Level of Significance
Inspiration	Low	341	32.99	116.425	64111.590	0.551	NS
	Moderate	205	33.00				
	High	64	34.42				
	Total number	610					

It is evident from the above table that there is no significant difference among secondary school boy students hailing from low, moderate and high socio-economic strata in their inspiration. It is also concluded that the boy students hailing from high socio-economic strata found to be higher than moderate and low socio-economic strata in their inspiration. Hence, the formulated hypothesis "There is no significant difference among the secondary school boy students hailing from low, moderate and high social strata in their inspiration" is accepted.

6. There is no significant difference among the secondary school girl students hailing from low, moderate and high social strata in their inspiration.

Table 6

Showing the significant difference among the secondary school girl students hailing from low, moderate and high social status.

Inspiration	Level of Socio-Economic Status	N	Mean	SSb	SSw	Calculated 'F' Value	Level of Significance
Inspiration	Low	235	28.91	1038.823	54167.716	3.903	0.05
	Moderate	139	31.55				
	High	36	33.53				
	Total number	410					

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	Moderate	139	31.55				
	High	36	33.53				
	Total number	410					

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7. There is no significant difference among secondary school rural students hailing from low, moderate and high social strata in their inspiration.

Table 7

Showing the significant difference among the secondary school rural students hailing from low, moderate and high social status.

Inspiration	Level of Socio-Economic Status	N	Mean	SSb	SSw	Calculated 'F' Value	Level of Significance
Inspiration	Low	246	31.91	1419.228	38700.678	6.913	0.01
	Moderate	112	34.02				
	High	22	39.77				
	Total number	380					

It is evident from the above table that there is no significant difference among secondary school rural students hailing from low, moderate and high socio-economic strata in the above mentioned variable. It is also concluded that the rural students hailing from high socio-economic strata found to be higher than moderate and low socio-economic strata in their inspiration. Hence the formulated hypothesis, "there is no significant difference among the secondary school rural students hailing from low, moderate and high social strata in their inspiration" is accepted.

*S.Mercy Johanna   **S.Devasahayam Selvakumar

8.   There is no significant difference among secondary school urban students hailing from low, moderate and high social strata in their inspiration.

Table 8

Showing the significant difference among the secondary school urban students hailing from low, moderate and high social status.

Inspiration	Level of Socio-Economic Status	N	Mean	SSb	SSw	Calculated 'F' Value	Level of Significance
Inspiration	Low	330	30.91	186.191	80611.709	0.736	NS
	Moderate	232	31.63				
	High	78	32.50				
	Total number	**640**					

It is evident from the above table that there is no significant difference among secondary school urban students hailing from low, moderate and high socio-economic strata in their inspiration. Hence the formulated hypothesis, "There is no significant difference among the secondary urban students hailing from low, moderate and high social strata in their inspiration" is accepted.

Discussion

Inspiration is not affected by the socio-economic status of the students at secondary level. Inspiration doesn't care the gender differences, it inspires everyone. In rural, everyone is considered as equal, with regard to inspiration, even though they are from different economic background. Even in urban, every day, every human inspires one another irrespective of any economic imbalance. The inspiration of an adolescent could be initiated at this stage of his life span in an easy manner, especially during his schooldays. A teacher plays a major role to bring inspiration among the students towards their life goal. For this, the teacher itself has to be an inspiration to the students. In general, results from multiple studies, using students spanning from pre-school to college-age and of various ethnicities, suggest that socio economic status affects students' inspiration. When analyzing a family's Socio-Economic status, the household income, earners' education, and occupation are examined. As well as combined income, versus with an individual, when their own attributes are assessed.

Inspiration can be developed by giving standardized tests because it is a strong deliver of the attainment of their

goals, productivity, creativity and well-being. Mastery of work, perceived competence, self-esteem and optimism facilitates the flow of inspiration among the students. Everyone likes getting rewards, and offering your students the chance to earn them is an excellent source of inspiration. Technology can be a great way to bring inspiration inside the classroom. Students might feel more inspiration if they are having fun. Competition in the classroom isn't always a bad thing, and in some cases can motivate students to try harder and work to excel. Organized lessons around the game are an inspirational factor. One can adapt this strategy for any age level. One of the best ways to inspire students is by giving them good role models.

Conclusion

One of the primary teaching objectives for instructors is to inspire students and to encourage and stimulate them to engage with the learning in such a way that they begin to generate their own enthusiasm. Opening a class with music, movement, quotes and poems that support the lesson set a tone of enthusiasm. An instructor who listens and speaks with an open mind and heart is a great source of inspiration for students. Meaningful stories of personal and professional experiences begin to build a sense of community.

One student's ability to move beyond doubt and fear can inspire and catalyze an entire classroom. Inspiration can be activated, captured and manipulated and it has a major effect on important life outcomes. Inspiration is an internal factor in our personality, mostly defined in terms of emotions or thoughts or a confluence of both emotions and logical thoughts, that induces us to do something or create in life.

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LOCALITY WISE ANALYSIS OF SOCIAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

*A. Nirmala Devi

Abstract

In the present study the investigator has attempted to study the Locality wise Analysis of Social intelligence and Academic Achievement of High School Students in Tirunelveli district. Survey method was adopted for the present study. The population for the present study consisted of IX and X Standard students studying in High Schools in Tirunelveli district. Using simple random sampling technique the investigator selected a sample of 250 high school students. The findings revealed that, most of the high school students had average level of social intelligence and academic achievement, there was no significant difference found between rural and urban high school students in the dimensions of social information processing, social skills, social awareness and social intelligence and there was significant difference found between rural and urban high school students in their academic achievement.

Key words: Social intelligence, Academic Achievement and Locality of the School

Introduction

Social intelligence is the ability of an individual to react to social intelligence. This generates in him the capacity to adapt him a society because man is the gregarious, social animal and such relations are essential for his existence. This kind of intelligence comprehends the fields of skill in behavior are implicit.

The qualities of personality and characters are temperament, mood, honesty, decisiveness, humours, nature etc. these indicate individual's social intelligence. Many people find themselves a failure in life because they do not possess this social intelligence. Social intelligence is a different form of academic ability and a key element in what makes people succeed in life.

Special skills and social ability are needed to build and maintain the community. Humans had to evolve specific competencies to allow them to survive and reproduce. As long as the society becomes more complex these intellectual competences become more sophisticated. This competence is social intelligence and can be defined as the intelligence that lies behind the group interactions and behavior.

Academic Achievement is "knowledge attained and skill developed in

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the school subjects usually designated by test scores or by marks assigned by teachers or by both". Achievement can be measured with the help of tests, verbal or written of different kinds. Since academic achievement is the criterion for selection, promotion or recognition in various walks of life, the importance of academic achievement can't be ignored. There are several factors that influence the academic achievement of an individual like his home environment and adjustment. The academic performance can be predicted by knowing the relationship of various factors with achievement.

Significance of the Study

Man is a social animal. He cannot live apart from the society. For leading a successful life he has to establish relationship with different individuals, organizations and associations. He has to understand the nature of human beings and society. The ability to understand and manage men and women and to act wisely in human relations is called as social intelligence says Thorndike E.L. If one wants to have good relationship with other human beings, he is in need of the ability to understand a person. That is called social intelligence.

Intelligence is a general capacity of an individual consciously to adjust his thinking to new requirements. It is a general mental adaptability to new problems and conditions of an individual life. It relatively helps the students to be endowed with certain cognitive abilities of reasoning, discrimination capacity understanding, and adjustment and face the new situations. Social intelligence is the ability and to understand and manage men and women, boys and girls to act wisely in human relations. It purely deals with a person's knowledge of social situations.

Achievement in high school is a turning point in an individual's life. Therefore intelligence and achievement are very closely related. Achievement refers to the knowledge attained or skills developed in the school subjects usually designed by test scores or by marks assigned by teachers. Achievement of the students depends upon so many factors. Social intelligence is one of the factors. This factor is positive. It will lead the students towards better achievement. Therefore, the investigator wants to know the locality wise analysis of social intelligence and academic achievement of high school students.

Objectives

1. To find out the level of social intelligence of high school students.

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

3. To find out the level of social intelligence of high school students with respect to locality.

4. To find out the level of academic achievement of high school students with respect to locality.

5. To find out whether there is any significant difference between rural and urbanhigh school students in their social intelligence.

6. To find out whether there is any significant difference between rural and urbanhigh school students in their academic achievement.

Hypotheses

H$_o$1: There is no significant difference between rural and urban high school students in their social intelligence.

H$_o$2: There is no significant difference between rural and urban high school students in their academic achievement.

Method Used

In the present study the investigator has adopted the survey method.

Population and Sample

The population for the present study consisted of IX and X standard students studying in Tirunelveli district. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consisted of 250 high school students in Tirunelveli district.

Tools Used

1. Social Intelligence Scale developed and standardized by Gain Luca Gini (2002).

2. Academic Achievement Marks obtained in the half-yearly examination of high school students.

Statistical Techniques Used

Percentage analysis and 't' test were used in this study.

Analysis of Data

Table - 1

Level of Social Intelligence of High School Students

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Social information processing	31	12.4	185	74.0	34	13.6
Social skills	43	17.2	168	67.2	39	15.6
Social awareness	43	17.2	152	60.8	55	22.0
Social intelligence	56	22.4	137	54.8	57	22.8

Figure - 1
Level of Social intelligence of High School Students
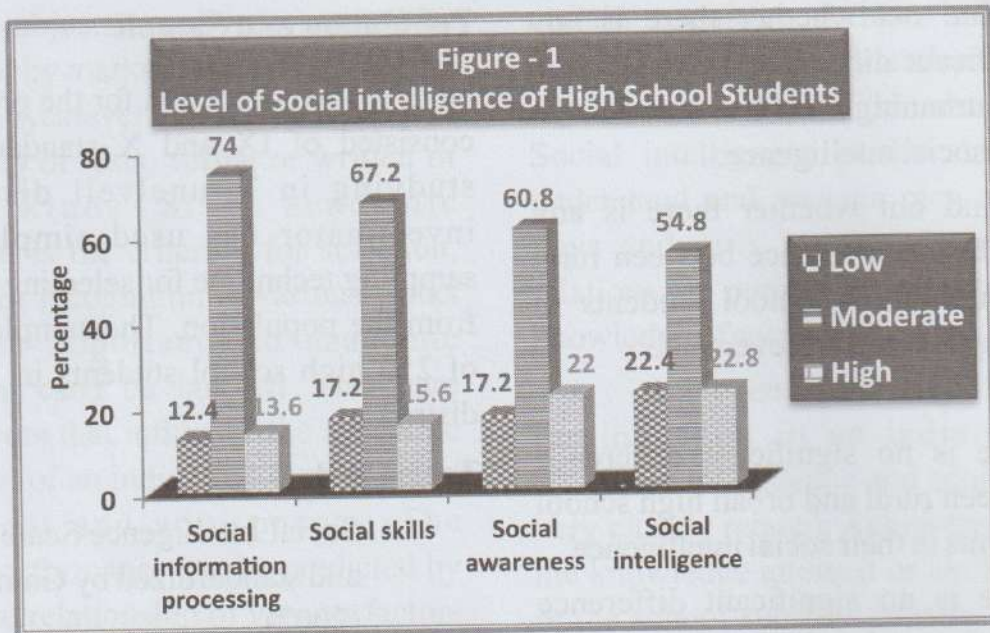
Table - 2

Level of Academic Achievement of High School Students

Variable	Low		Moderate		High	
	N	%	N	%	N	%
Academic achievement	57	23.3	126	51.4	62	25.3

Figure - 2
Level of Academic Achievement of High School Students
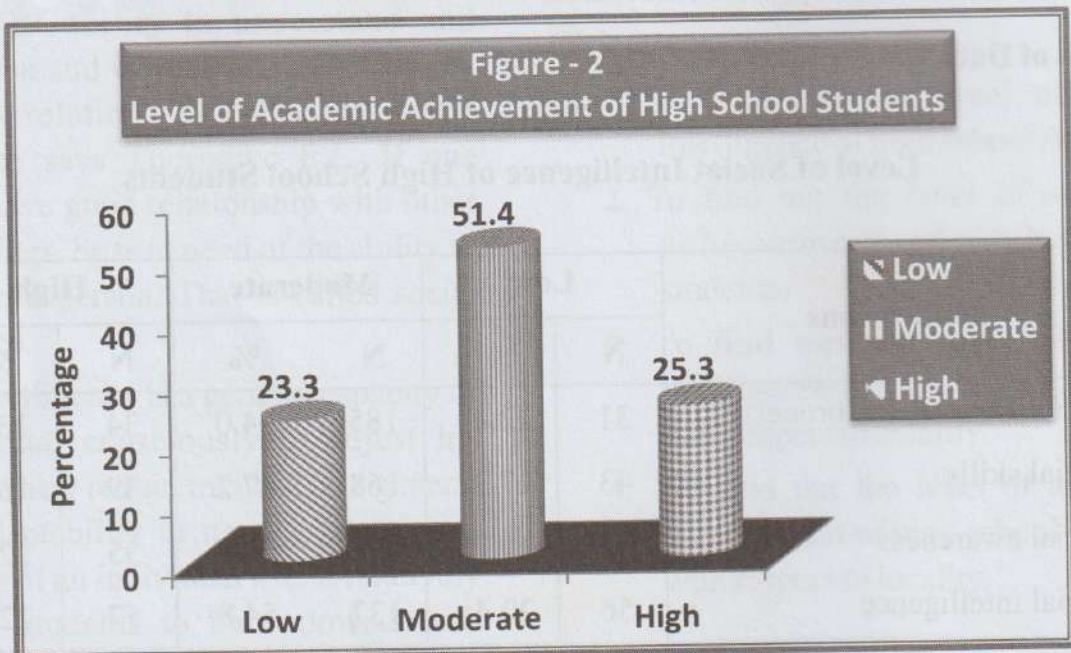
Table - 3
Level of Social Intelligence of High School Students with respect to Locality

Dimensions	Locality	Low		Moderate		High	
		N	%	N	%	N	%
Social information processing	Rural	6	14.3	28	66.7	8	19.0
	Urban	25	12.0	157	75.5	26	12.5
Social skills	Rural	7	16.7	29	69.0	6	14.3
	Urban	36	17.3	139	66.8	33	15.9
Social awareness	Rural	8	19.0	25	59.6	9	21.4
	Urban	35	16.8	127	61.1	46	22.1
Social intelligence	Rural	11	26.2	21	50.0	10	23.8
	Urban	45	21.6	116	55.8	47	22.6

Table - 4
Level of Academic Achievement of High School Students with respect to Locality

Variable	Locality	Low		Moderate		High	
		N	%	N	%	N	%
Academic Achievement	Rural	17	43.6	14	35.9	8	20.5
	Urban	40	19.4	112	54.4	54	26.2

Table – 5

Difference between Rural and Urban High School Students in their Social Intelligence

Dimensions	Locality	N	Mean	S.D	Calculated 't' value	Remarks
Social information processing	Rural	42	15.14	2.533	0.09	NS
	Urban	208	15.11	2.202		
Social skills	Rural	42	14.88	2.411	0.42	NS
	Urban	208	15.06	2.470		
Social awareness	Rural	42	14.88	1.903	0.42	NS
	Urban	208	15.01	1.869		
Social intelligence	Rural	42	44.95	4.943	0.32	NS
	Urban	208	45.21	4.620		

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

Table – 6

Difference between Rural and Urban High School Students in their Academic Achievement

Variable	Locality	N	Mean	S.D	Calculated 't' value	Remarks
Academic achievement	Rural	42	70.66	13.378	4.30	S
	Urban	208	79.38	11.682		

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

Results and Discussion

- Table 1 reveals that more than three-fourths of high school students had the moderate level of social intelligence and its dimensions. This has been shown in the figure - 1.

- Table 2 reveals that more than two-fourths of high school studentshadthe moderate level of academic achievement. This has been shown in the figure - 2.

- Table 3 reveals that the level of social intelligence and its dimensions of high school students in terms of locality overall sample were moderate. Among

the rural school level of social skills was high (69.0%) and social intelligence was low (50.0%) among the moderate levels. Among the urban school level of social information processing was high (75.5%) and social intelligence was low (55.8%) among the moderate levels.

- Table 4 reveals that the level of academic achievement of high school students in terms of locality overall sample were moderate. Among the urban school level of academic achievement was high (54.4%) and rural school level of academic achievement was low (35.9%) among the moderate levels.

- Table 5 reveals that there was no significant difference between rural and urban high school students in the dimensions of social information processing, social skills, social awareness and social intelligence.

- Table 6 reveals that there was significant difference between rural and urban high school students in their academic achievement. While comparing the mean scores, the urban high school students(Mean=79.38) are better academic achievement than the rural high school students (Mean=70.66). This may be due to the reason that the urban school students are serious about their future and they are motivated well to come up in their life. Their exposures are varied and they get rich experiences. This may help them in enriching their mind and excel in their academic achievement.

Recommendations

The investigator has given the following recommendations based on the findings.

1. Students should be motivated and encouraged to take part in sociable activities to enhance their social intelligence but also to understand the kind of people with whom they can develop their social awareness.

2. Students should be motivated to participate in co-curricular activities, which may develop their social interaction.

3. Social clubs and other awareness programmes could be organized to develop social awareness among the students.

4. A school should inculcate social information processing inquiry attitude among their students.

5. The teacher should provide extra coaching classes to the students more exams should be conducted improve the academic achievement.

6. The administration of the school should have the vision of all round development of the students.

7. The schools should work towards working out a conducive organizational climate to foster healthy social skills and excelling academic achievement.

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SIGNIFICANCE OF BRAIN HEMISPHERICITY FOR ACHIEVEMENT IN MATHEMATICS

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Abstract:

The main objective of the study is to find out the significance of Hemisphericity for improving achievement in mathematics. The sample consists of 977 students who are studying XI standard in Villupuram District, Tamil Nadu. The study is descriptive in approach, synchronic in nature. It is a cross sectional study, applied systematic random sampling technique to collect data. Tools used are SOLAT (Style of Learning And Thinking) developed and validated by Venkataraman (1989), Achievement in Mathematics is measured by the Mathematics mark obtained by the sample in the State Board Public Examination. The findings reveal that most of the students are right brain dominated. Those who are dominated by right brain having higher level of Achievement in Mathematics than left brain dominated students.

Key Words: Brain Hemisphericity, Mathematics Achievement.

Introduction

The discipline of mathematics plays a proximate role in the citadel of learning centre and without mathematics there is no progress in any field of endeavor. Mathematics is the foundation of science and technology that have made our life more sophisticated and happy. Mathematics is applied to educational sphere, because it provides a precise way to describe complicated situation and contemplate difficult problems in a systematic way. Hence Kothari Commission (1966) rightly recommended the study of mathematics is imperative and important to face the challenging situation of global nature. Learning mathematics is considered as an important subject to answer all problems of global nature. Today a strong mathematics education is considered as foremost necessity for all students to face the challenging situation confidently. We have stepped in to the age of space and technology. Hence each aspect of our life is harnessed on mathematical calculation and decision. Developing mathematical ability and skill by activating the chambers of brain hemisphericity is utmost important to face the challenging mathematical world boldly.

Need for the Study

Mathematics is an indispensable

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content area for human beings, and it is one of the primary sources of knowledge leading to the progress of the civilization. The importance of mathematics is directly proportional to advancement in technology, and it is becoming much more important (National Commission on Mathematics & Science Teaching for the 21st century, 2000). The global economy is very competitive, the need for traditional job skills has shrunk, and a challenging new job market demands more mathematics, knowledge and abilities (Berman, 2001). To be marketable in today's competitive high-tech job market, a student must have mathematical skills in problem solving and critical thinking. Students should also be confident in their mathematical abilities and should be able use them when confronted with new problems (Borasi, 1996). Mainly for some professional courses like engineering, and technical field, the high scores are very essential. The future of the child depends on the ranks secured in Mathematics at higher secondary level.

Objective of the Study

The objective of the study is to find out the significance of Hemisphericity on improving the Achievement in Mathematics.

Definition of the Terms

Brain Hemisphericity

> Hemisphericity refers to the idea that people rely on a preferred mode of cognitive processing that is linked to predominant activity of either their left or right cerebral hemisphere. Individual hemisphericity is erroneously thought to be located somewhere on a gradient between right and left brain dominance with most people being intermediate. (Edgar Romero, 2010)

> Hemisphericity is the cerebral dominance of an individual in retaining and processing modes of information in his own style of learning and thinking (Venkataraman, 1989)

Achievement in Mathematics

> Achievement in Mathematics means, the knowledge, understanding and the skills in mathematics, a learner acquires by undergoing a prescribed course over a period of time in school and has been assessed through Examination. (Good, 1973).

Hypotheses

- There is no significant difference between Hemisphericity and Achievement in Mathematics

- There is no significant association between Hemisphericity and Achievement in Mathematics

Sample of the Study

The sample of population consists of 977 students of XI standard studying in Government, Aided and Matriculation

schools in Villupuram District from 23 schools. Schools from the Villupuram District have been chosen using random sampling technique. There are 7 taluks in Villupuram District. The investigator has selected at least 3 schools namely Government, Aided and Matriculation schools in each taluk and collected the data.

Design of the Study

The system of the study is descriptive in approach, synchronic in nature. It is a cross sectional study, survey type in application, applied systematic

Classification of Data

Classification of Data According to Hemisphericity

random sampling technique to collect data from the field.

Tools Used for the Study

1. SOLAT (Style of Learning And Thinking) developed and validated by Venkataraman (1989)

2. Mathematics Achievement was measured by the mathematics mark obtained by the sample in the State Board Public Examination for the year 2011-12.

Table: 1 Classification of Data according to Hemisphericity

Hemisphericity	Frequency	Percentage
Right	754	72.2
Left	174	17.8
Integrated	49	5.0
Total	977	**100**

The sample was classified on the basis of hemisphericity as right, left and integrated as given in the manual.

Classification of Data according to Achievement in Mathematics

Table: 2 Classification of Data according to Achievement in Mathematics

Level of Achievement in Mathematics	Frequency	Percentage
Low	265	27.1
Moderate	468	47.9
High	244	25.0
Total	977	100

The sample was classified into 3 categories based on their scores of achievement in mathematics, as high achievement in mathematics group who had scored greater than the third quartile Q_3 ranges from greater than 75, moderate achievement in mathematics group who had scored between Q_1 & Q_3 ranges from 27 to 75 and low achievement in mathematics group who had scored less than the first quartile Q_1 ranges from less than 27.

Analysis of the Data

After the data was collected and classified, it was subjected to statistical tests of significance for testing the hypotheses formulated by the investigator.

Table 3:

Difference between Hemisphericity with respect to Achievement in Mathematics

Hemisphericity	Mean	SD	F value	P value
Right	80.94^b	13.82		
Left	74.58^a	15.06	16.210	0.000**
Integrated	75.96^a	13.42		

From the above table, it is understood that there is significant difference between hemisphericity with respect to achievement in mathematics.

Table 4:
Association between Hemisphericity and Level of Achievement in Mathematics

Achievement in Mathematics	Hemisphericity			Total	Chi-square value	P value
	Right	Left	Integrated			
Low	178 (67.2) [23.6]	68 (25.7) [39.1]	19 (7.2) [38.8]	265		
Moderate	362 (77.4) [48.0]	82 (17.5) [47.1]	24 (5.1) [49.0]	468	30.492	0.000**
High	214 (87.7) [28.4]	24 (9.8) [13.8]	6 (2.5) [12.2]	244		
Total	754	174	49	977		

From the above table it is clear that, there is significant association between level of achievement in mathematics and hemisphericty.

Findings of the Study

According to sample size 72% of the students have right hemisphericity dominance. Those who are dominated by right brain having higher level of achievement in mathematics than left brain dominated students (Singh Parvinder, 2013). In the concept of Hemisphericity, the brain chambers influences Learning Style and Thinking Style. In Learning and Thinking process, the role of Hemisphericity is imperative and important. According to the findings of the study, it has been found that both Learning Style and Thinking Style of the Hemisphere influence the Achievement level of the students in Mathematics (John E. Mendoza, 2011). Hence the role of Hemisphericity influences for escalating the Achievement in Mathematics is quite amendable in nature.

Educational Implications of the Study

- Different teaching techniques and methodologies can be adopted to activate and influence the

hemispheric functions of the brain. (Venkataraman, 1989)

- The teaching techniques in the schools can be undertaken in consonance with the students' style of learning and thinking. This approach will remove unnecessary restrictions on teaching and learning of the students and facilitates the actualization of the concept "no limits to learning". (Venkataraman, 1989)

- It is possible by eliminating the barriers to learning by working within the hemispheric preference of the learners as well as providing opportunities for actuating the functioning of non-dominant hemisphere. This might help students to become more integrated learners with better processing skills in both hemispheres. The teaching and learning procedures must be organized in such a way, that they tone up and activate the hemispheric functions of the brain in students. (Venkataraman, 1989)

Delimitations of the Study

1. The study is confined to Villupuram District of Tamilnadu.
2. The study is contemplated only on students who are studying in XI standard of mathematics group only.
3. The study is delimited to the students who are studying in urban, semi-urban, and rural region.
4. The study is restricted to the students studying in three types of school namely Government, Aided and Matriculation schools.

Conclusion

Mathematics is a living subject which seeks to understand patterns that permeate both the world around us and the mind within us. It is therefore, important for the parents and the teachers to understand the nature of the students mind and its functioning in different styles of learning and thinking.

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Meston College of Education, the first private College of Education in Tamil Nadu was established in 1937. It caters to the needs of the teaching community by conducting academic programmes leading to B.Ed., and M.Ed. degrees and research programmes leading to M.Phil. and Ph.D. degrees. Meston College was the pioneer to offer M.Ed. Programme in 1943 and Ph.D. in 1975. Meston College introduced Special Education for the Mentally Handicapped at the B.Ed. and M.Ed. levels in 1988.

A special school at Muttukadu, our adopted willage, is run by the college to help the mentally challenged children.

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