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Phone : 044 - 2841 9284, Telefax : 044-2851 0218
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PREFACE

Goal orientation describes the actions of people and organizations regarding their primary aims. In education, goal orientation is a type of strategy that affects how the students approach its revenues and plans for future projects. While all students are naturally goal oriented in some way, goal orientation plays an important role in focus. Goal orientation also plays a part in students learning styles and their life achievement. The work of early goal theorists contrasted two types of goal orientations: mastery, which is a desire to acquire additional knowledge or master new skills, and performance, which is a desire to demonstrate high ability and make a good impression. Recent works of goal theorists have incorporated a second dimension of goal orientations: approach and avoidance. Just because they embrace change and variety, individuals with a learning orientation are more likely than individuals with a performance orientation to flourish in dynamic, innovative environments. That is, social strata are characterized by innovation, change, and flux. Creative products, procedures, and programs are introduced frequently.

Students' interest can be triggered in a moment by certain environmental factors such as teacher behaviors. Students who experience heightened emotional interest are pulled towards a subject because they are energized, excited, and emotionally engaged by the material. This increase in emotional arousal, heightens a student's attention, making it easier to encode more information. Students who experience cognitive interest are pulled towards a subject because they possess a clear structural understanding of the course content. Teacher clarity behaviors can increase cognitive interest because they make information more organized and/or comprehensible for students. Those behaviors can occur verbally, as teachers talk about course material, and nonverbally, through teachers' use of PowerPoint displays, handouts, and notes on the board. Mazer found that teachers can utilize explanatory summaries to highlight relationships among lecture content, use clear transitions to help students follow the lesson content, and implement visual materials to make abstract and unengaging material concrete and stimulating to build a cognitive interest. Educational interest paves a way for students learning and achievement.

Self-image is an important factor because how one thinks about him/herself affects how one feels about one self. A positive self-image among teachers can enhance physical, mental, social, emotional and spiritual well-being. The development of positive psychology has stimulated a growing interest in the studies of people's happiness and well-being. Self-image is a significant aspect for teachers to have a higher life satisfaction. As the quality of education to a large extent depends upon the teachers, they should be satisfied with their life.

Curiosity, as we all know, drives us to explore the unknown. Right from the infancy stage, learning occurs as a result of actions taken to satisfy one's curiosity of the world around them. Although an inherent trait, we have seen that older students tend to be less curious, adversely affecting their interest and engagement in learning. Therefore building curiosity should be our first course of action towards improving learning in the classroom. Most of our

pedagogic structures are so focused on obtaining measurable outcomes, that there is often no room or opportunities for building curiosity. By building curiosity, we can transform our students from being bored and disinterested, to enthusiastic, eager young minds, open and willing to learn. Thus by building curiosity, we can stimulate and encourage our students to explore and learn more about the world around them.

Students experience anger in different ways and for different reasons. Stress and anger seems to be the dominant fact of modern life. Not merely the black statistics of murder, suicide, alcoholism and divorce betray anger, but almost any innocent, everyday act: time and again psychologists and philosophers have emphasized the role of stress and anger in our day to day life. Long term exposure to stress and anger can lead to serious mental health problems. In this scenario it is necessary to know the importance of managing stress and anxiety. Stress management encompasses techniques intended to equip a person with effective coping mechanisms for dealing with psychological stress. The goal of stress management is to help students to manage the stress of everyday life. Anger management is the process of learning to recognize signs that they are becoming angry, and taking action to calm down and deal with the situation in a positive way. It further helps the school students to overcome their problems and face it boldly with success.

Self-efficacy functions as the internal motivator for students to endure challenges and achieve goals and it is also linked to educational aspirations. As students learn to take responsibility for their education, they are more likely to exhibit a greater belief in their academic abilities.

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GOAL ORIENTATION OF SECONDARY STUDENTS HAILING FROM LOW, MODERATE AND HIGH SOCIAL STRATA

*S.Mercy Johanna **Dr.S.Devasahayam Selvakumar

Abstract

This article aims at finding out the goal orientation of secondary students hailing from low, moderate and high social strata. 1020 samples were collected from the various schools in Tirunelveli district. The investigator used Goal orientation scale measured by Sreekala. E (2013). Simple random sampling technique was used to collect the sample. The investigator used survey method. Data was analysed through mean, standard deviation, "t" test and Anova and Correlation analysis. The findings of the study showed that goal orientation of secondary students hailing from low, moderate and high social strata differed significantly.

Introduction

Education is an ever-widening concept. Ever since the dawn of civilization, man directly or indirectly has been trying to 'educate' himself in order to meet the changing demands of life. In fact, he has succeeded in distinguishing himself from other animals only by virtue of education. Education fashions and models man to become fit for society. Education is an important human activity. Socio-Economic Status (SES) is often measured as a combination of education, income and occupation. It is commonly conceptualized as the social standing or class of an individual or group. When viewed through a social class lens, privilege, power and control are emphasized. 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).

Goal orientation

Goals are essential parts of human motivation. They have been viewed within a motivational framework because goals are ends towards which individuals direct their effort (Pintrich, 2000a). One of the most significant research tradition in the area of motivation has been the goal orientation (or achievement goal orientation) theory which claims that students' goals were influenced by their socio-economic status and achievement. Goal orientation theory views goal orientation as "reflecting individual differences in work-related behaviors and task performance outcomes. The goal orientation construct reflects internal motivational processes that affect an individual's task choice, self-set goals, and effort mechanisms in learning and

*S.Mercy Johanna, Assistant Professor, St.Joseph College of Education, Vaikalipatti, Tirunelveli. (Ph.D-PT)

**Dr.S.Devasahayam Selvakumar, Principal, Meston College of Education (Autonomous), Royapettah, Chennai-14.

performance contexts” (McKinney, 2003). Researchers exploring goal orientation (Elliot, 1999) often distinguish between mastery and performance orientations. Some also refer to these two orientations as learning goal orientation and performance goal orientation respectively.

Topic of the problem

The problem of the study is entitled as “Goal orientation of Secondary students hailing from low, moderate and high social strata”.

Significance of the study

In any educational system, the failure of students is common. One of the reasons for such failure is lack of goal setting. If the goals perceived by the students are poor, they are not wholeheartedly involved in the learning process, which in turn, reflect in the deterioration of their wellness and skills. Academic success is dependent on certain factors like utility, hard work, emotions, motivation and socio-economic factors. If a student has to study a series of subjects and has to develop different levels of cognition, the goal orientation is an important component of the achievement. Physical and social constraints, which a student adopts for study, interact with teacher and other students, referring to related books, language capacity etc., are very important components.

Socio-economic status, is a sociological classification indicating the close relationship between someone's

relative 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 housing. It is most often determined by analyzing family income and assets. The current study finds out the goal orientation of secondary students hailing from low, moderate and high social strata.

Objectives of the study

1. To find out the levels of Goal Orientation in total and its dimensions of Secondary Students based on Socio-Economic Status and Gender.

Hypotheses of the study

1. The levels of Goal Orientation in total and its dimensions of Secondary Students hailing from low Socio-Economic Status are not high.
2. The levels of Goal Orientation in total and its dimensions of Secondary Students hailing from moderate Socio-Economic Status are not high.
3. The levels of Goal Orientation in total and its dimensions of Secondary Students hailing from high Socio-Economic Status are not high.
4. There is no significant difference among the secondary boy students hailing from low, moderate and high social strata in their goal orientation in total and its dimensions.

5. There is no significant difference among secondary girl students hailing from low, moderate and high social strata in their goal orientation in total and its dimensions.

Methodology

The investigator used the survey method to collect data.

Population

The students who are studying in IX standard were taken as the population for the present study.

Sample

The investigator has selected 1020 students studying in IX as the sample. Simple random

sampling technique was used to select the students.

Tools used

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

1. Goal orientation scale standardized by Sreekala. E (2013).
2. Socio-Economic Status scale constructed and validated by Prof. B. Kuppaswamy and subsequently modified by the investigator (2016).

Statistical Techniques Used

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

Analysis and findings

1. The levels of Goal Orientation in total and its dimensions of Secondary Students hailing from low Socio-Economic Status are not high.

Table 1

Showing the levels of Goal Orientation in total and its dimensions of Secondary Students hailing from Low Socio-Economic Status

Goal Orientation	Low		Average		High	
	N	%	N	%	N	%
Mastery Goal Orientation	147	25.5	275	47.7	154	26.7
Performance Goal Orientation	156	27.1	245	42.5	175	30.4
Total	159	27.6	261	45.3	156	27.1

It could be seen from the above table that 45.3% of secondary students have average level of goal orientation and its dimensions. Moreover, they have average level of mastery goal orientation (47.7%), and performance goal orientation (42.5%).

Hence, the formulated hypothesis, “The levels of goal orientation in total and its dimensions of Secondary Students hailing from Low Socio-Economic Status are not high” is accepted.

2. The levels of Goal Orientation in total and its dimensions of Secondary Students hailing from moderate Socio-Economic Status are not high.

Table 2
Showing the levels of Goal Orientation in total and its dimensions of Secondary Students hailing from moderate Socio-Economic Status

Goal Orientation	Low		Average		High	
	N	%	N	%	N	%
Mastery Goal Orientation	90	26.2	163	47.4	91	26.5
Performance Goal Orientation	91	26.5	179	52	74	21.5
Total	90	26.2	171	49.7	83	24.1

It could be seen from the above table that 49.7% of secondary students have average level of goal orientation and its dimensions. Moreover, they have average level of mastery goal orientation (47.4%), and performance goal orientation (52%).

Hence, the formulated hypothesis, “The levels of goal orientation in total and its dimensions of Secondary Students hailing from moderate Socio-Economic Status are not high” is accepted.

3. The levels of Goal Orientation in total and its dimensions of Secondary Students hailing from high Socio-Economic Status are not high.

Table 3

Showing the levels of Goal Orientation in total and its dimensions of Secondary Students hailing from high Socio-Economic Status

Goal Orientation	Low		Average		High	
	N	%	N	%	N	%
Mastery Goal Orientation	19	19	46	46	35	35
Performance Goal Orientation	19	19	49	49	32	32
Total	17	17	45	45	38	38

It could be seen from the above table that 45% of secondary students have average level of goal orientation and its dimensions. Moreover, they have average level of mastery goal orientation (46%), and performance goal orientation (49%).

Hence, the formulated hypothesis, “The levels of goal orientation in total and its dimensions of Secondary Students hailing from high Socio-Economic Status are not high” is accepted.

- There is no significant difference among the secondary boy students hailing from low, moderate and high social strata in their goal orientation.

Table 4

Showing the significant difference among the secondary boy students hailing from low, moderate and high social strata in their goal orientation in total and its dimensions.

Goal Orientation	Level of Socio-Economic Status	Mean	SSb	SSw	Calculated 'F' Value	Level of Significance
Mastery Goal Orientation	Low	119.18	730.642	105456.2	2.103	NS
	Moderate	119.90				
	High	123.03				
Performance Goal Orientation	Low	54.59	447.664	36875.945	3.684	0.05
	Moderate	55.53				
	High	57.59				
Total	Low	173.77	2294.845	205439.4	3.390	0.05
	Moderate	175.43				
	High	180.63				

It is evident from the above table that there is a significant difference among secondary school boy students hailing from low, moderate and high socio-economic strata in their goal orientation and its dimension performance goal orientation. 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 goal orientation and its dimensions. 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 goal orientation and its dimension performance goal orientation” is rejected but it is accepted for the dimension mastery goal orientation.

5. There is no significant difference among secondary girl students hailing from low, moderate and high social strata in their goal orientation.

Table 5

Showing the significant difference among secondary girl students hailing from low, moderate and high social strata in their goal orientation in total and its dimensions.

Goal Orientation	Level of Socio-Economic Status	Mean	SSb	SSw	Calculated 'F' Value	Level of Significance
Mastery Goal Orientation	Low	119.80	572.195	96353.417	1.208	NS
	Moderate	121.45				
	High	124.03				
Performance Goal Orientation	Low	54.45	87.981	28333.180	0.632	NS
	Moderate	54.45				
	High	56.08				
Total	Low	174.24	992.767	137464.4	1.471	NS
	Moderate	175.16				
	High	180.11				

It is evident from the above table that there is no significant difference among secondary school girl students hailing from low, moderate and high socio-economic strata in their goal orientation and its dimensions. Hence the formulated

hypothesis, “there is no significant difference among the secondary school girl students hailing from low, moderate and high social strata in their goal orientation and its dimensions” is accepted.

Educational implications

Secondary school boy students play a significant role on the performance goal orientation while others have not shown any significant difference in their social strata. It is due to the fact that boy school students are always enriched with performance goals. They become more self-induced and motivated towards their learning tasks inside the classroom by the teachers and management. It is believed that boy students pursue goals and that each goal is associated with certain behaviour and beliefs.

Social strata are also a major factor to decide the performance goal orientation of students, because the high SES parents always prefer to enroll their children in a reputed school to attain their goals. In low socio economic status food and safety are priority, education can take a backseat. Improving school systems and early intervention programmes may help to reduce these risk factors. School and classroom settings can be a factor in building a students' goal orientation and this is where children make most of their peer connections. The schools try harder and work longer to accomplish their learning goals.

When enrolled in a program that encouraged family support, students from

low SES groups reported higher levels of effort towards academics (resources such as books, computers or tutors to create positive literacy environment). Students from moderate SES have been found to improve the quality of schools in neighborhoods; a focus on improving teaching and learning, creation of an information-rich environment, building of a learning community, involvement of parents and increased funding and resources will move towards their goals.

Conclusion

From the present study it can be concluded that goal orientation is the most important factor which highly affects the students learning at secondary level. It can be said that goal orientation and socio-economic status are closely related to each other. Goal orientation is highly affected by the socio-economic status of the students at secondary level.

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A STUDY ON EDUCATIONAL INTEREST AMONG HIGH SCHOOL STUDENTS

*G. Nithya devi

**Dr.C. Sherine Vinoca Snehalatha

Abstract

This investigation aims to study the Educational Interest among high school students. Normative survey method was employed to collect the data. A sample of 302 high school students were selected. Educational Interest Record by S.P. Kulshrestha (1978) was used to measure the Educational Interest of the students. Percentage, t-test and F-test were used to analyse the data. The results revealed that the predominant category of Educational Interest among high school students is Fine Arts. Girls have significantly higher Educational Interest in Fine Arts and Home Science whereas, Boys have shown significantly higher interest in the field of Technology. Students hailing from urban areas have significantly higher Educational Interest in the field of Agriculture, Fine Arts, Home Science and Humanities than the students coming from rural areas.

Introduction

Education is the enrichment of human knowledge and experiences by going through the process of thinking, experimentation and drawing conclusion. It is a process of developing personality of the individual to enable him to adapt to the changing physical and social environment. Individual is composed of body, soul and spirit. So, education is concerned with all round development of the individuals. No child can be taught anything unless he/she is physically and mentally ready to learn. Family environment plays an important role in the development of the child (intellectual development, social development, emotional development, physical development, mental development etc.)

According to **Bhatia (1947)**, "Interest means making a difference. We are interested in objects because they make a difference to us, because they concern us". Interest may be considered as one of the factors which motivates an activity. In other words, they represent a tendency to select one activity or thing in preference to something else. A feeling of happiness or satisfaction is an inward sign of interest. Interest leads to effort and as stimulant for effort. It is an important aspect in the process of education.

Strong (1943) has suggested three concepts of interest. They are:

A) Interest may be viewed as a single expression such as "I like Mathematics".

*G.Nithya devi, Research Scholar, Meston College of Education, Chennai-14.

**Dr.C. Sherine Vinoca Snehalatha, Assistant Professor in English, Meston College of Education, Chennai-14.

B) Interest may be considered to be a general tendency towards a constellation of items as when we state that man has mechanical or scientific interests.

C) Interest may be thought of the total score on an interest inventory, as and when he / She is said to have the interests of an engineer or lawyer.

Title of the Problem

The present study has been entitled as “**A study on Educational Interest among high school students**”

Operational Definition

According to the investigator, Educational interests are concerned with different educational fields or courses which they prefer to select after finishing High school education.

Need for the Study

(Every student has been endowed with the hidden abilities and intelligence to pursue education;) for some students it may be in the field of science, for some it may be towards arts and crafts, and for some in humanities and technology (skill oriented education). (The student should be encouraged towards the possibilities and opportunities in choosing their career. Every student has a unique way of thinking and behavior under several

circumstances and situations. The measurement of one's interest in a related field, may help in predicting the success in that field. One should provide educational and vocational guidance to the students on the basis of their interest.)

Objectives of the Study

1. To find out the predominant category of Educational Interest among high school students.
2. To find out the significant difference in Educational Interest among high school students with regard to:

- ♣ Gender (Boys/Girls)
- ♣ Locality (Urban/Rural)
- ♣ Medium of instruction (Tamil/English)

Hypotheses of the Study

1. The predominant category of Educational Interest among high school students is Fine Arts.
2. There is no significant difference in the mean scores of Educational Interest in toto and its dimensions among high school students with regard to :

- ♣ Gender (Boys/Girls)
- ♣ Locality (Urban/Rural)
- ♣ Medium of instruction (Tamil/English)

Method

In this study, normative survey method was employed.

Tool Used in the Study

Educational Interest Record (EIR) by S.P. Kulshrestha [1978] was used to measure the Educational Interest of high school students.

Sampling

The sample comprised of 302

IX standard students (152 girls and 150 boys) chosen from Government, Government aided and Self financing schools from Kanchipuram and Thiruvallur districts of Tamilnadu.

Pilot Study

A pilot study was conducted among 30 samples from high school level. It has been helped to compute the reliability and validity of the tool used in the study.

Testing of Hypotheses

Hypothesis 1:

The predominant category of Educational Interest among high school students is Fine Arts.

Table 1.1

Showing the percentage of various categories of Educational Interest among high school students

Variable	Category	Number of students	Percentage (%)
Educational Interest	Agriculture	34	11.26
	Commerce	19	6.29
	Fine Arts	128	42.38
	Home Science	39	12.91
	Humanities	39	12.91
	Science	30	9.33
	Technology	13	4.30

Inference:

From the above table 1.1, it is observed that the predominant category of Educational Interest among high school students is Fine Arts.

Hence the hypothesis 1 stating that, “The predominant category of Educational Interest among high school students is Fine Arts” is accepted.

Hypothesis 2:

There is no significant difference in Educational Interest in total and its dimensions among high school students with regard to Gender.

Table 2.1

Showing the significant difference in the mean scores of Educational Interest in total and its dimensions among high school students with regard to Gender.

Dimensions	Gender	N	Mean	SD	'CR' value	L.S
Agriculture	Boys	150	7.77	2.963	1.813	NS
	Girls	152	8.44	3.415		
Commerce	Boys	150	7.35	2.995	1.826	NS
	Girls	152	6.69	3.300		
Fine Arts	Boys	150	9.23	3.124	6.467	0.01
	Girls	152	11.49	2.966		
Home Science	Boys	150	7.77	2.776	3.854	0.01
	Girls	152	9.21	3.641		
Humanities	Boys	150	7.97	2.917	1.044	NS
	Girls	152	8.34	3.210		
Science	Boys	150	8.03	2.761	0.267	NS
	Girls	152	8.13	3.578		
Technology	Boys	150	7.53	2.898	4.123	0.01
	Girls	152	6.01	3.505		
Total	Boys	150	55.66	13.638	1.569	NS
	Girls	152	58.31	15.618		

Inference

From the above table 2.1, it is observed that there is significant difference between boys and girls students in the dimensions of Fine Arts, Home Science and Technology at 0.01 level. Whereas, there is no significant difference in the mean scores of Educational Interest in total and in the dimensions such as Agriculture, Commerce, Humanities and Science.

Moreover girls have significantly higher Educational Interest in Fine Arts

and Home Science than their counterparts, whereas boys have shown significantly higher Educational Interest in the field of Technology.

Hence the hypothesis 2 stating that, "There is no significant difference in Educational Interest in total and its dimensions among high school students with regard to Gender" is accepted for the dimensions of Agriculture, Commerce, Humanities, Science and the total score of Educational Interest.

Hypothesis 3:

There is no significant difference in Educational Interest in total and its dimensions among high school students with regard to Locality.

Table 3.1

Showing the significant difference in the mean scores of Educational Interest in total and its dimensions among high school students with regard to Locality.

Dimensions	Locality	N	Mean	SD	'CR' value	L.S
Agriculture	Urban	154	8.47	3.272	1.988	0.05
	Rural	148	7.74	3.113		
Commerce	Urban	154	7.03	3.489	0.070	NS
	Rural	148	7.01	2.798		
Fine Arts	Urban	154	11.07	3.006	3.936	0.01
	Rural	148	9.64	3.332		

Home Science	Urban	154	8.90	3.601	2.149	0.05
	Rural	148	8.08	2.940		
Humanities	Urban	154	8.55	3.318	2.286	0.05
	Rural	148	7.75	2.738		
Science	Urban	154	8.10	3.321	0.118	NS
	Rural	148	8.05	3.066		
Technology	Urban	154	6.61	3.528	0.829	NS
	Rural	148	6.93	3.053		
Total	Urban	154	58.73	15.880	2.102	0.05
	Rural	148	55.19	13.182		

Inference

From the above table 3.1, it is found that there is significant difference in Educational Interest in total and its dimensions such as Agriculture, Fine Arts, Home Science and Humanities whereas, there is no significant difference in the mean scores of Educational Interest in the dimensions of Commerce, Science and Technology.

Moreover, students hailing from urban areas have significantly higher

Educational Interest in total and its dimensions such as Agriculture, Fine Arts, Home Science and Humanities than the students coming from rural areas.

Hence it is proved that there is no significant difference in Educational Interest in total and its in the subjects like Commerce, Science and Technology dimensions among high school students with regard to Locality.

Hypothesis 4:

There is no significant difference in Educational Interest in total and its dimensions among high school students with regard to Medium of Instruction.

Table 4.1

Showing the significant difference in the mean scores of Educational Interest in total and its dimensions among high school students with regard to Medium of Instruction.

Dimensions	Medium of Instruction	N	Mean	SD	'CR' value	L.S
Agriculture	Tamil	103	8.82	3.533	2.781	0.01
	English	199	7.74	2.975		
Commerce	Tamil	103	7.51	3.570	1.964	0.05
	English	199	6.76	2.909		
Fine Arts	Tamil	103	10.01	3.502	1.381	NS
	English	199	10.55	3.097		
Home Science	Tamil	103	8.59	3.859	0.360	NS
	English	199	8.45	3.003		
Humanities	Tamil	103	8.93	3.405	3.198	0.01
	English	199	7.76	2.805		
Science	Tamil	103	9.20	3.422	4.558	0.01
	English	199	7.49	2.909		
Technology	Tamil	103	7.82	3.662	4.080	0.01
	English	199	6.22	2.966		
Total	Tamil	103	60.88	17.197	3.364	0.01
	English	199	54.98	12.820		

Inference

From the above table 4.1, it is observed that there is significant difference in Educational Interest in total and its dimensions Agriculture, Commerce, Humanities, Science and Technology, whereas, there is no significant difference in the mean scores of Educational Interest in the dimensions Fine Arts and Home Science.

Moreover, Tamil medium students have significantly higher Educational Interest in total and its dimensions Agriculture, Commerce, Humanities, Science and Technology than the students studying through English medium and there is no significant difference in Educational Interest in total and its dimensions among high school students with regard to Medium of Instruction.

Educational Implications

Education is proven to be an effective instrument that can raise student's self-belief, self-esteem, self-confidence etc. Children need to know more about the world than just what they can learn through text and numbers. Education in the arts is an integral part of the development of every human being. It refers to the education in the disciplines of music, dance, painting etc.

In our society, boys are expected to learn about machines, tools, and how things work. Conversely, girls are not expected to know much about

technical matters. Girls are much interested in Fine Arts and Home Science because they are practical based and so learning becomes fun. Also they can start their own business in future. So, adequate training should be given for girls in the field of Technology. Similarly boys should also be given knowledge in Fine Arts and Home Science.

Learning helps the students to 'fit in' and continue with education if it is through the mother tongue of the child. This makes the Tamil medium students to have significantly higher Educational Interest than English medium students. So, they should also be trained in all the fields rather than teaching the content matter alone.

Better quality in education and availability of resources from various sources help urban students to have more Educational Interest in Agriculture, Fine Arts, Home Science and Humanities than rural students. Rural students have less exposure to the outer world. Government should provide necessary facilities to the schools that are located in rural areas same as the urban schools.

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A STUDY ON CURIOSITY AMONG HIGHER SECONDARY STUDENTS

*S.Jayaprakasam **C. Jeba Evangeline

Abstract

The article is about the study of Curiosity among higher secondary students, 300 samples were collected from the various schools in Vellore educational District. Curiosity Questionnaire developed and validated by Maw & Maw (1977). Here simple random sampling technique was used to collect the sample from various schools. Data was analysed through mean, standard deviation, "t" test and Anova. Findings show that the level of Curiosity of higher secondary students is average in nature. Higher secondary boys have significantly higher curiosity than the girls. Students studying in English medium are found to be higher than the students studying in Tamil medium in their curiosity. Curiosity of higher secondary students is not influenced by type of management. Rural higher secondary students have significantly higher curiosity than urban students.

Introduction

The cultivation of curiosity and interest in children for their own pleasure and for their place in the world around them is a significant factor in each student's well-being as well as the future of society. Students may be curious, but the relevant resources may not be available to satisfy their curiosity. Even when resources are available, however, curiosity does not necessarily lead to these outcomes. Curiosity can be a powerful motivator of behavior, initiating actions directed at exploring one's environment to resolve uncertainty. Curiosity has been considered a basic instinct, an innate mechanism that enabled intelligent species to learn about and

master new things in their environments, promoting survival, use of tools, and ultimately technological advances.

Curiosity is defined as the intrinsic desire to know, to see, or to experience something, which motivates information seeking behavior (Zelick, 2007, p. 147). Acquiring knowledge out of curiosity is considered to be intrinsically rewarding and highly pleasurable, since it eliminates states of ignorance and uncertainty (Litman, 2005). Curiosity is a quality related to inquisitive thinking such as exploration, investigation, and learning, evident by observation in human and many animal species.

According to Ginsburg and Opper (1988), Flavell, Miller, and Miller (1993),

* S.Jayaprakasam, Research Scholar, Meston College of Education, Chennai-14.

** C. Jeba Evangeline, Assistant Professor in Education, Meston College of Education, Chennai-14.

and others, Piaget viewed curiosity as an important part of normal cognitive development. Infants through a process of perceptual learning, repeatedly look at things to become acquainted with their environment. Their visual preferences become more selective and are directed to those objects that are moderately novel; objects too familiar or too new are ignored. Piaget believed the former object would be ignored because the infant would be satiated with it; he thought infants would disregard the latter object because it did not correspond to anything in their cognitive schemes. What arouses infants' curiosity, in other words, is not solely the physical nature of the object, but rather the extent of the relation between the new object and the infants' previous experiences. Vidler (1977) believed Piaget's theoretical position implicitly assumed curiosity to be a primary motivational force for the growth of a child's understanding of the world.

Need and Significance of the study

Improving curiosity can lead to higher intrinsic motivation. Curiosity makes learning more effective and enjoyable. Curious students not only ask questions, but also actively seek out the answers. Curiosity prepare the brain for learning and Curiosity makes subsequent learning more rewarding. Psychologists view curiosity as a life force, vital to

happiness, intellectual growth, and well being. It is interconnected with each of the other abilities on sociability, resilience, self-awareness, integrity, resourcefulness, creativity, and empathy. Curiosity is also a critical component of creativity. Fostering curiosity and creativity in today's learners is a challenge. When we instill curiosity in children, we are encouraging their desire to learn. That is one of the greatest gifts that we can give to our students.

Objectives of the study

The present study is carried out with the following objectives.

1. To find out the level of curiosity among higher secondary students.
2. To find out the significant difference of curiosity of higher secondary students based on gender, medium of instruction, type of management and locality.

Hypotheses of the study

The researcher has formulated the following hypotheses pertaining to the present study.

1. The level of curiosity among higher secondary students is moderate in nature.
2. There is no significant difference in the curiosity of higher secondary

students based on gender, medium of instruction, type of management and locality.

Design of the Study

Population and Sample

The present investigation is carried out in Vellore district in Tamilnadu. 300 higher secondary students were selected using simple random sampling technique. As the study intends to collect data pertaining to curiosity among higher secondary students, survey method was used. The study was carried out in government, government aided and private

schools of Vellore district.

Tools used

Students Curiosity Questionnaire developed and validated by Maw & Maw (1977).

Pilot study

A pilot study was conducted to determine the suitability of the tools used in the present investigation. A random sample of 50 higher secondary students was selected to establish the reliability and validity of the tools.

Data Analysis

Hypothesis 1

The level of Curiosity of higher secondary students is moderate in nature.

Table 1
Showing the level of curiosity among higher secondary students

Variable	Low		Average		High	
	N	%	N	%	N	%
Curiosity	75	25.0	142	47.3	83	27.7

From the table, it is clear that the level of curiosity among higher secondary students is moderate in nature. Hence the

hypothesis stating that the level of Curiosity of higher secondary students is moderate in nature is accepted.

Hypothesis 2

There is no significant difference in the curiosity of higher secondary students based on gender.

Table 2

Showing the significant difference between the mean scores of curiosity of boys and girls.

Variable	Gender	N	Mean	SD	CR Value	Level of Significance
Curiosity	Boys	150	76.16	15.042	2.569	0.05
	Girls	150	71.66	15.296		

From the table, it is noted that boys have significantly higher curiosity than the girls. Hence the hypothesis stating that there

is no significant difference in the curiosity of higher secondary students based on gender is rejected.

Hypothesis 3

There is no significant difference in the curiosity of higher secondary students based on medium of instruction

Table 3

Showing the significant difference between the mean scores of curiosity of Tamil and English Medium students.

Variable	Gender	N	Mean	SD	CR Value	Level of Significance
Curiosity	Tamil	200	72.86	16.465	1.693	NS
	English	100	76.02	12.503		

The above table reveals that English medium students have high curiosity than Tamil medium students. Hence the hypothesis stating that there is no significant

difference in the curiosity of higher secondary students based on medium of instruction is accepted.

Hypothesis 4

There is no significant difference in the curiosity of higher secondary students based on type of management

Table 4

ANOVA Showing the significant difference between the mean scores of curiosity of Government, Government Aided and Private higher secondary students.

	Sum of squares	Df	Mean squares	'F' Value	Level of Significance
Between groups	920.940	2	420.470	1.977	NS
Within groups	69171.630	297	232.901		
Total	70092.570	299			

The above table clearly indicates that curiosity of higher secondary students is not influenced by type of management. Hence the hypothesis stating that there is no

significant difference in the curiosity of higher secondary students based on type of management is accepted.

Hypothesis 5

There is no significant difference in the curiosity of higher secondary students based on locality.

Table 5

Showing the significant difference between the mean scores of curiosity of higher secondary students based on locality

Variable	Gender	N	Mean	SD	CR Value	Level of Significance
Curiosity	Rural	200	75.00	15.076	1.750	NS
	Urban	100	71.73	15.618		

The above table reveals that locality of higher secondary students does not influence curiosity of students. Rural higher secondary students have significantly higher curiosity than urban students. Hence the

hypothesis stating that there is no significant difference in the curiosity of higher secondary students based on locality is accepted.

Discussion

Higher secondary boys have significantly higher curiosity than the girls. This is because boys tend to be more concerned with finding solution to the problem. Boys have a thinner parietal region of the brain than women, which makes it easier for them to visualize rotating 3D objects (Lorenzo Jensen III, 2015). Male IQ has greater variance than female IQ, male occupy the extreme high and low ends on the intelligence scale. Boys may have a lot of distractions like outing, chatting, and mass media like TV, movies and internet. Normally, girls remain at home most of the time and they have less such chances.

English medium students have high curiosity than Tamil medium students. This shows the medium of instruction has a role to play with regard to curiosity. Language is the powerful medium of expression and thoughts. Languages have more scope for developing curiosity. Language and thought are intricately intertwined for any creative, original and innovative efforts which require effective language skills.

Rural higher secondary students have significantly higher curiosity than urban students. This may be due to the fact that they are getting education with stress free, calm and natural environment with

large laboratories and playground. Rural students' school environment is found better. The rural students get awareness of self motivation, curiosity and interest because of the availability of proper guidance and counseling to them from their close surroundings as they are living together.

Educational Implications

The level of curiosity tends to be high since all-round education from primary school to university which provides students with various sorts of knowledge that can boost their interest in learning different subjects. Thus, students can find their interest easily and their curiosity will not be too low. However, the common target for all students is to get high marks in examinations and get a good job for their lives. Nowadays education tends to be examination-oriented, which requires students to remember all knowledge and apply all the knowledge to the paper for the examination. All students may always have surface learning that they will engage in the shortcuts, which are allowed in some courses, and will attain it till the end without deeper understanding. It makes their curiosity lower than what they expected. Keeping in mind the campus resources and better understanding of the student's situation, the teacher can either provide help personally or make use of the

professional services on the campus to provide the required support to the students with the personal problems. Programs should be conducted in order to give more importance to develop curiosity skills.

Conclusion

The investigator concluded that it is a duty of a teacher to focus on the inducement of Curiosity among the students with appropriate strategies which will definitely improve the academic achievement of the students.

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Stress And Anger Management on Family Factor, Childhood Behaviour, State Anger, Trait Anger and Loneliness Among School Students

* V.Suriyakumar ** K.Saraladevi

Abstract:

The study aims to find the impact of stress and anger management on family factor, childhood behaviour, state anger, trait anger and loneliness among school students for which the investigator has chosen the sample of 25 students from three different schools in Chennai city. The research is based on quasi experimental design without control group. 'Family Factor scale' prepared and validated by K. Saraladevi and Angela Selvarani (2006), Loneliness scale constructed by Russell D (1996), The State-Trait Anger expression inventory-2 by C.D.Spielberger (1999), Childhood behaviour (Eyeberg, S.M., & Pincus, D. (1999)) are used to collect pre test and post test scores. Then anger and stress management techniques are given to the students for about 3 months. Then the data are analyzed and the interpretations are drawn and finally it is concluded that stress and anger management have an impact on the factors responsible for student's anger and stress.

Introduction

Students like to have stress and anger-free school environment, recognize where stress and anger are becoming a problem for which they take action to reduce stress and anger. Stress and anger in the school reduces academic performance, increases family and school management pressures, and makes students ill in many ways, evidence of which is still increasing. It also affects the performance of the brain, memory, concentration, and learning. In India, many organizations have started programmes to manage and reduce stress and anger in schools, aside from the obvious humanitarian and ethical

considerations.

Stress management comprises a wide range of approaches to help students better deal with stress and adversity. Stress management might include problem-solving, prioritization and time management. Another approach includes enhancing skills to withstand adverse situations by improving emotional flexibility, finding greater meaning in life, increasing the sense of control and cultivating optimism. A third approach is to practice relaxing techniques, such as deep breathing, yoga, meditation, tai chi, exercise and prayer for improving personal relationships which is an important

* V.Suriyakumar, PhD Research Scholar, Meston College of Education (Autonomous), Royapettah, Chennai-14.

** K.Saraladevi, Associate Professor in Physical Science, Meston College of Education (Autonomous), Royapettah, Chennai-14.

component of stress management. Stress management can help you lead a more balanced, healthier life. When channeled positively, stress can lead to growth, action and change.

Anger management is the process of learning to recognize signs that students are becoming angry, and taking action to calm down and deal with the situation in a positive way. Anger management doesn't try to keep students from feeling anger or encouraging them to hold it. Anger is a normal, healthy emotion when students know how to express it appropriately- anger management is about learning how to do this. Anger management helps them recognize frustrations early and resolve them in a way that allows them to express your needs and keeps them calm and in control.

II. Related Work

Present day researchers and practitioners visualize the phenomenon of stress in a new perspective. As Kets de Vries (1979) argued individual needs a moderate amount of stress to be alert and capable of functioning effectively in an organization. Organizational excellence and individual success are achieved through well managed stress. Indian Scholars (Pestonjee, 1987 a, Mathew, 1985) in their conceptual papers agreed with this connotation. Pestonjee and Singh (1987) while studying stress and job satisfaction noted that managers and system analysts in private organizations scored higher on both stress and satisfaction as compared to their counterparts in public

organizations. Mathew (1985) in his conceptual paper on role stress of a creative manager studied the relationship between creativity and stressors.

Konchanska (1990) studied socialization of anger in normal children. The method used was observation, in which they found that anger was less likely to grow with mother's affection and support. Children are commanded not to express anger as they grow. Research in the past has shown that higher levels of nor epinephrine accompanied with anger and aggression were suspected precursors of coronary heart disease). In the light of this context the present study is entitled as "Stress and Anger management on family factor, childhood behaviour, state anger, trait anger and loneliness among school students". The focus for this study is on higher secondary school students. A stratified random Sampling technique was used for the selection of the sample. A total of 25 school students were selected from three different schools in Chennai city. The investigator selected 8 students from Government from 7 students from Government aided school and 10 students from private school.

III. Sample

The investigator selected 8 students from government school, 7 students from Government Aided School and 10 students from Private school.

IV. Objectives of the Study

To know the impact on the family factors,

state and trait anger and loneliness responsible for the student's stress and anger.

V. Hypotheses of the Study

- 1) There are no significant difference between pre and post test scores of family factors in types of the school from the total sample.
- 2) There are no significant difference between pre and post test scores of childhood behaviour in types of the school from the total sample.
- 3) There are no significant difference between pre and post test scores of state-anger in types of the school from the total sample.
- 4) There are no significant difference between pre and post test scores of trait-anger in types of the school from the total sample.
- 5) There are no significant difference between pre and post test scores of loneliness in types of the school from the total sample.

VI. Research Tools Selected for the Present Study

The following tools have been used by the investigator to carry out this study.

- 1) Personal data sheet developed by the investigator.
- 2) Family Factor scale prepared and validated by K. Saraladevi and Angela Selvarani (2006).
- 3) Childhood behaviour (Eyeberg, S.M., & Pincus, D. (1999)).
- 4) The State-Trait Anger expression

Inventory-2 (Speilberger, 1999).

- 5) Loneliness scale was constructed by Russell D (1996).

VII. Administration of the Procedure

Permission had been obtained from the individual students, class teachers, school authorities and parents of the selected students in order to conduct the research. Three different types of school were selected. The investigator chosen 100 students for giving stress and anger tools then 25 students with higher levels of stress and anger were selected for the research. Pre test scores of Family factor, childhood behaviour State anger Trait anger and loneliness were taken. The selected student from each category was taught relaxation therapy individually for one week before the beginning of the experiment. The therapy included Breathing Techniques, Visual Imagery and Progressive Muscle Relaxation. After making the students to get familiarize with the techniques, 'Relaxation therapy' was given to the students individually with a mixture of all the three techniques, each fifteen minutes for about one hour everyday as an intervention programme. This procedure was continued for three months. At the end of the experimental period, post-test was recorded through Family factor, childhood behaviour, State anger Trait anger and loneliness. The pre and post test scores were analyzed.

Hypothesis: 1

Table 1
Differentiation of pre and post test scores of family factors from government and government aided school and private school.

Variables	Type of schools	Test	N	Mean	S.D	t-test	L.S
Family factor	Government	Post	8	172.5*	12.27	2.56	0.05
		Pre	8	156.5	12.69		
	Government aided	Post	7	280.75***	9.271	7.07	0.001
		Pre	7	251	6.160		
	Private	Post	10	161.7*	14.804	2.84	0.05
		Pre	10	147.1	6.590		

*p<0.05, **p<0.01, ***p<0.001

Hypothesis: 2

Table 2
Differentiation of pre and post test scores of Childhood behaviour from government and government aided school and private school.

Variables	Type of schools	Test	N	Mean	S.D	t-test	L.S
Childhood behaviour	Government	Post	8	7.125*	1.246	2.80	0.05
		Pre	8	5.5	1.069		
	Government aided	Post	7	11*	1.496	2.942	0.05
		Pre	7	9.25	0.487		
	Private	Post	10	6.7**	1.567	3.168	0.01
		Pre	10	5.1	0.316		

*p<0.05, **p<0.01, ***p<0.001

Hypothesis: 3

Table 3
Differentiation of pre and post test scores of state-anger from government and government aided school and private school.

Variables	Type of schools	Test	N	Mean	S.D	t-test	L.S
State anger	Government	Pre	8	35.75	7.146	3.742	0.05
		Post	8	24.125*	5.111		
	Government aided	pre	7	38.25	3.760	4.733	0.001
		post	7	30***	2.672		
	Private	Pre	10	32.8	0.674	3.602	0.01
		post	10	24.3**	7.420		

*p<0.05, **p<0.01, ***p<0.001

Hypothesis: 4

Differentiation of pre and post test scores of trait-anger from government and government aided school and private school.

Variables	Type of schools	Test	N	Mean	S.D	t-test	L.S
Trait anger	Government	Pre	8	24.375	3.543	3.736	0.001
		Post	8	18.125***	3.136		
	Government aided	pre	7	47	4.099	6.206	0.001
		post	7	34.75***	3.236		
	Private	Pre	10	26.7	4.083	3.909	0.001
		post	10	20.4 ***	3.098		

*p<0.05, **p<0.01, ***p<0.001

Hypothesis: 5

Table 5
Differentiation of pre and post test scores of loneliness from government and government aided school and private school.

Variables	Type of schools	Test	N	Mean	S.D	t-test	L.S
Loneliness	Government	Pre	8	38.25	9.238	2.29	0.05
		Post	8	28.125*	8.391		
	Government aided	pre	7	63.25	11.171	2.80	0.01
		post	7	48**	9.089		
	Private	Pre	10	39.1	7.435	3.27	0.001
		post	10	28.2***	7.430		

*p<0.05, **p<0.01, ***p<0.001

From the table 1 it is observed that the obtained't' value ($p<0.05$) is greater than the table value (2.56) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of family factor in government school students, it is observed that the obtained 't' value ($p<0.001$) is greater than the table value (7.07) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of family factor in government aided school students and , it is observed that the obtained't' value ($p<0.01$) is greater than the table value (2.84) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of family factor in private school students Hence hypothesis rejected. The above finding was supported by Barbara Nezua Brecuko and Slovenija (2000) in their study it is shown that the strongest relationship between family background and

student success at school level.

From the table 2, it is observed that the obtained't' value ($p<0.01$) is greater than the table value (2.80) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of childhood behaviour in government school students, it is observed that the obtained 't' value ($p<0.01$) is greater than the table value (2.942) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of childhood behaviour in government aided school students and , it is observed that the obtained't' value ($p<0.001$) is greater than the table value (3.168) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of childhood behaviour in private school students Hence hypothesis rejected. It is in line with Erin S. Peper, in his study, he

revealed (2002) that their relationship between childhood violence and childhood anger, and to provide selected prevention and intervention strategies to reduce violence and handle anger

From the table 3, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (3.742) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of state-anger in government school students, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (4.733) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of state-anger in government aided school students and, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (3.602) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of state-anger in private school students Hence hypothesis rejected. The above finding was supported by Defne Yılmaz, Oyo G. Ersever (2015). It was found that stress and anger management training had significant long term effect on increasing the anger management skills while the effects of psychological counseling group were limited. Both stress and anger management training and psychological group counseling had no short term and long term effect on the anger-in levels, and had no long term effect on anger-out. The anger management training had a long term increasing effect on the anger control scores while the psychological group counseling had no significant long term effect.

From the table 4, it is observed that the obtained 't' value ($p < 0.001$) is greater than

the table value (3.736) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of trait-anger in government school students, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (6.206) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of trait-anger in government aided school students and, it is observed that the obtained 't' value ($p < 0.001$) is greater than the table value (3.909) at 0.001 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of trait-anger in private school students Hence hypothesis rejected. The above finding was supported by Mehmet and Sport, Mugla, (2014). In fact, anger is a natural and human-specific emotion. Anger is not a type of behaviour although emotions and behaviours are sometimes used interchangeably. Trait anger could be bad for health, yet it can be neutralized before it rises. When anger is supposed to be expressed, it should be a solution-based one and should be done effectively through stress and anger management techniques.

From the table 5, it is observed that the obtained 't' value ($p < 0.05$) is greater than the table value (2.294) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of loneliness in government school students, it is observed that the obtained 't' value ($p < 0.01$) is greater than the table value (2.80) at 0.01 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of loneliness in government aided school students and, it is observed that the obtained 't' value ($p < 0.001$) is greater than

the table value (3.27) at 0.05 level of significance. Hence it is inferred that there is significant difference between pre and post test scores of loneliness in private school students Hence hypothesis rejected. The above finding was supported by Anthony who investigated (2014) that this new knowledge can be used to inform parents, school administrators and counselors who appreciate the effect of other demographic variables on loneliness in the life of students.

IX. Educational Implications

- Stress and anger management keep the students' environment as calm.
- Excessive stress and anger are considered to be one of the main factors affecting students' academic performance. Various stress and anger management techniques used either individually or in combination appear to have shown some maximum effectiveness in helping school students cope with stress and anger.
- Relaxation training is an essential part of stress and anger management programme which can be employed by the guidance counsellor in collaboration with school management and staff.
- We need to keep in mind that the mismatch, between the student's ability, and the demands of the school situation can be stressful, and may produce aggression and disruptive behaviour in some of the students mind. Relaxation training can also be used as a de-escalating or prevention technique. It can be adopted as part of stress management

programme and anger management with older students.

X. Limitations

- The study could have been extended to college Students.
- Similar study comprising different districts would have been attempted.
- It could have been done by including more number of schools students.

XI. Delimitations

- The sample is restricted to higher secondary school students from Chennai district.
- The sample size is restricted to 25 students only.

XII. Conclusion

- Stress and anger management improves family factor, childhood behaviour of school students.
- Stress and anger management decreases loneliness, state anger and trait anger of school students.

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Self-Image of School Teachers in Relation to their Life Satisfaction

*Mrs. J. Johnsi Priya and **Dr. Devasahayam Selvakumar

Abstract

The teacher is the yardstick that measures the achievements and aspirations of the nation. The worth and potentialities of a country get evaluated in and through the work of the teacher, the people of a country are the enlarged replica of their teachers. They are the real nation builders. Numerous studies carried out with different population have proved that there is a relationship between self-image and life satisfaction, but data referring to the sample of teachers and student teachers are scarce. The teacher being a corner stone of education must be satisfied, so that he/she can deliver the best of his/her ability. This study is an attempt to find out the relationship between self-image and life satisfaction of the teachers. The tools used to collect data for the study are Self-Image questionnaire constructed and standardized by the investigator and Life Satisfaction scale by Ed Diener (1993). The sample consisted of 150 school teachers from Chennai region. The Karl Pearson's product moment correlation, 't' test and one-way ANOVA were used to analyze the data. The result of the study revealed that the female teachers were found to have good self image and life satisfaction than the male teachers. Urban and rural teachers do not differ significantly with respect to self-image and life satisfaction. Teachers who are working at self-finance schools and teacher with more than 10 years of teaching experience were found to be having good self-image and life satisfaction than their counter parts. Further, it is also evident from the findings of the study that the teachers who are handling different subjects like Tamil, English, Mathematics, Science and Social Science do not differ significantly. Self-image and life satisfaction of the teachers are significantly and positively correlated.

Introduction

Self-image is the personal view, or mental picture, that we have of ourselves. Self-image is an internal dictionary that describes the characteristics of the self, including intelligent, beautiful, ugly, talented, selfish, and kind. These

characteristics form a collective representation of our assets and liabilities as one see them. Self-image is important factor because how one thinks about him/herselves affects how one feels about one self and how we interact with others and the world around us. A positive self-image can enhance physical, mental, social,

*Mrs. J. Johnsi Priya, Assistant Professor in Education, Meston College of Education, Royapettah, Chennai – 14.

**Dr. Devasahayam Selvakumar, Principal, Meston College of Education, Royapettah, Chennai – 14.

emotional, and spiritual well-being. Conversely, a negative self-image can decrease satisfaction and ability to function in these areas. The development of positive psychology has stimulated a growing interest in the studies of people's happiness and well-being (Snyder & McCullough, 2000; Schmuck & Sheldon, 2001), and an increasing body of research has focused on what contributes to people's satisfaction with their lives (Diener et al., 2002; Diener et al., 2003). Among the psychological factors that affect happiness, self-image has been consistently found to be strongly predicting subjective well being, especially its important cognitive component of life satisfaction, in all cultures examined (Campbell, 1981). Life satisfaction generally refers to the summation of evaluations regarding a person's life as a whole. It is one of the indicators of 'apparent' quality of life. Life satisfaction is an overall assessment of feelings and attitudes about one's life at a particular point in time ranging from negative to positive. It is one of the three major indicators of well-being: life satisfaction, positive affect, and negative affect (Diener, 1984). "Satisfaction in the human context is not merely a concept of need fulfillment, it is more complex, evolving a number of explicit and implicit parameters physical, social and psychological-while the important of drive reduction and need fulfillment can hardly be over emphasized in satisfaction, which are ultimately connected with survival itself". Satisfaction, among human being, is a

multiplicative function of numerous factors, the upper most being the felt psychological experience, which is unique with each human being. (Milevsky, 2007). Life satisfaction can reflect experiences that have influenced a person in a positive way. These experiences have the ability to motivate people to pursue and reach their goals. It is proposed that overall life satisfaction comes from within an individual based on the individual's personal values and what he or she holds important and it is based on family, love, money and other material items; either way, it varies from one person to another. Hence this research paper has made an attempt to examine self-image awareness of teachers in relation to their life satisfaction.

Objectives of the Study

The present study aims at the following objectives

- To explore the differences in self-image and life satisfaction owing to difference in gender, locality, type of management, experience, and subject of teaching.
- To investigate the relationship between self-image and life satisfaction of the teachers.

Hypotheses

- There is no significant difference in self-image with respect to gender and locality, type of management, experience and subject of teaching.
- There is no significant difference in

life satisfaction with respect to gender and locality, type of management, experience and subject of teaching.

- There is no significant relationship between self-image and life satisfaction of the teachers.

Method

Survey method of research has been used in the present study.

Sample

Using the simple random sampling technique, 150 teachers (67 male and 83

female) were selected from different schools of Chennai district.

Tools Used

- Self-Image questionnaire constructed and standardized by Johnsi Priya (2013).
- Life Satisfaction scale by Ed Diener (1993).

Data Analysis

Karl Pearson's product moment correlation, 't' test and one-way ANOVA were used to analyze the data.

Table – 1(a)
't' test showing the significant difference in self-image with respect to gender, locality

Self-Image					
Variables	Categories	N	Mean	SD	't' - Value
Gender	Male	67	47.31	11.401	9.115**
	Female	83	61.77	7.984	
Locality	Rural	70	57.10	12.070	1.713 ^{NS}
	Urban	80	53.75	11.844	

** Significant at 0.01 level

NS – Not Significant

Table – 1(b)
One-way ANOVA showing the significant difference in self-image with respect to type of management, experience and subject of teaching

Variables	Categories	N	Mean	SD	'F' - Value
Type of Management	Government	50	43.58	10.134	114.246**
	Govt. Aided	60	56.87	6.971	
	Self- Finance	40	67.65	3.718	
Teaching Experience	Below 5 yrs	38	49.87	12.605	14.316**
	6 to 10 yrs	81	54.54	11.312	
	Above 10 yrs	31	64.00	8.012	
Subject of Teaching	Tamil	28	53.50	11.711	1.169 ^{NS}
	English	28	52.11	10.264	
	Maths	51	57.67	10.215	
	Science	22	55.64	15.552	
	Social	21	55.95	14.207	

** Significant at 0.01 level

NS – Not Significant

It is inferred from table – 1(a) and 1 (b) that there are significant differences in self-image with respect to gender, type of management and experience, except locality and subject of teaching. It is observed from the table 1(a) that the female teachers were found to have good self-image than the male teachers. It is noticed from the table 1 (b) that there is a significant difference between government and government aided school teachers, government aided and self finance school teachers and government and self financed school teachers, but among which the teachers who are working at self-finance

schools found to have good self-image than the other two groups. It is also revealed from the table 1 (b) that there is a significant difference between the teachers who are having below 5 years of teaching experience and 6 to 10 years of teaching experience, below 5 years of teaching experience and above 10 years of teaching experience and 6 to 10 years of teaching experience and above 10 years of teaching experience, but among which the teachers who are having more than 10 years of teaching experience found to be having good self -image than the other two groups.

Table – 2 (a)
't' test showing the significant difference in life satisfaction with respect to gender and locality

Life Satisfaction					
Variables	Categories	N	Mean	SD	't' - Value
Gender	Male	67	21.76	7.037	6.665**
	Female	83	27.81	3.900	
Locality	Rural	70	25.63	6.148	0.952 ^{NS}
	Urban	70	54.65	6.390	

** Significant at 0.01 level

NS – Not Significant

Table – 2 (b)
One-way ANOVA showing the significant difference in life satisfaction with respect to type of management, experience and subject of teaching

Variables	Categories	N	Mean	SD	'F' - Value
Type of Management	Government	50	19.56	6.453	57.881**
	Govt. Aided	60	26.52	3.925	
	Self-finance	40	29.93	2.930	
Teaching Experience	Below 5 yrs	38	22.92	7.674	5.562**
	6 to 10 yrs	81	25.09	5.975	
	Above 10 yrs	31	27.84	3.751	
Subject of Teaching	Tamil	28	23.79	6.494	1.283 ^{NS}
	English	28	23.86	5.596	
	Maths	51	26.55	5.594	
	Science	22	24.86	7.012	
	Social	21	25.29	7.377	

** Significant at 0.01 level

NS – Not Significant

It is inferred from the tables – 2(a) and 2 (b) that there are significant differences in life satisfaction with respect to gender, type of management and experience, except locality and subject of teaching. It is observed from table 2 (a) that the female teachers found to have satisfied life than the male teachers. It is noticed from table 2(b) that there is a significant difference between government and government aided school teachers, government aided and self finance school teachers and government and self financed school teachers, but among which the teachers who are working in self-finance institutions found to be having higher life

satisfaction than the other two groups. It is also revealed from the table 2(b) that there is a significant difference between the teachers who are having below 5 years of teaching experience and above 10 years of teaching experience and 6 to 10 years of teaching experience and above 10 years of teaching experience but there is no significant difference between teachers who are having 5 years of teaching experience and 6 to 10 years of teaching experience. The teachers who are having more than 10 years of experience are found to be having higher life satisfaction than the other two groups.

Table - 3
Table Showing Pearson's Product Moment Correlation Coefficient
between self-image and life satisfaction

Variables	N	r - value
Self-image and Life satisfaction	150	0.792**

** Significant at 0.01 level

It is evident from the above table that there is a significant and positive correlation between self-image and life satisfaction among teachers.

Findings of the study

1. It is found that the female teachers have good self-image than male teachers.
2. Urban and rural teachers do not differ significantly with respect to self-image.
3. Teachers who are working at self-finance schools are found to have good self-image than government and government aided school teachers.
4. Teachers who have above 10 years of teaching experience found to have good self-image than teachers with below 5 years and 5 to 6 years of teaching experience.
5. Self-image of teachers who are handling different subjects does not differ significantly.
6. Female teachers found to have

higher life satisfaction than male teachers.

7. Teachers who are working in self-finance institution found to have higher life satisfaction than teachers from government and government aided schools.
8. Teachers with more than 10 years of teaching experience are having higher life satisfaction than the other two groups.
9. There is no significant difference in life satisfaction of teachers with respect their to subject of teaching.
10. Self-image and life satisfaction of teachers are significantly and positively correlated.

Discussion

The finding of present study indicates that female teachers found to have good self-image and life satisfaction than male teachers. It is an observed fact that teaching profession is more suitable for female than male and female teachers are more tolerant, understanding and tend to have motherly

attributes. Teaching profession also gives female teachers a good image in the society than the females who are working in other professions. As seen, many researches reveal different results about levels of self-image and life satisfaction from the view point of gender. According to the previous studies, it can be put forth that when self-image of the teacher increases, their life satisfaction is also increases. It is observed from the results that urban and rural teachers do not differ significantly with respect to self-image and life satisfaction.

Teachers who are working at self-finance schools found to have good self-image and higher life satisfaction than government and government aided school teachers. This may be due to the fact that the teachers in self-finance schools had been profoundly appreciated for the eternal dimensions of their work. Self-finance school teachers have the privileged opportunity to transmit the core academic skills as well as the lessons that count most in life: lessons about spirituality, love, values, the wonder of creation, the purpose of existence. Indeed, the work of the self-finance school teacher is of such significance, it is often regarded as a ministry and a calling, rather than just a job. Teachers with more than 10 years of teaching experience are having good self image and higher life satisfaction than the other two groups. This may be because experienced teachers are more effective in raising student achievement than the less experienced teachers, they do better as they gain experience, they also strengthen education

in other ways and they also been given higher position among the colleagues and many times they are the decision makers. There is no significant difference in self-image and life satisfaction of teachers with respect to subject of teaching because all the subjects are equally important in developing cognitive aspect of the students and so, teachers are given equal importance with regardless of their discipline.

Self-image is an important aspect for teachers to have a higher life satisfaction. Improving one's self-image, like improving any skill, takes time and practice. Developing good self-image involves encouraging a positive (but realistic) attitude toward oneself and the world around them and appreciating their worth, while at the same time behaving responsibly towards others. By working from the inside out (focusing on changing one's own way of thinking before changing the circumstances around us), one can build self-image and this in turn gives life satisfaction. Satisfaction with one's life and environment is very important as it will lead to a happy and comfortable life for the person and he or she will feel fully confident in dealing with the struggles of life. The teacher being a corner stone of education must lead a satisfied life so that he/she can deliver the best of his/her ability. As the quality of education to a large extent depends upon the teachers, so they should be satisfied with their life.

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THE IMPACT OF SELF-EFFICACY OVER EDUCATIONAL ASPIRATION AMONG HIGH SCHOOL STUDENTS

***Packiam. M and ** Dr. S. Devasahayam Selvakumar**

Abstract

This study aims at finding out the impact of self-efficacy over educational aspiration of high school students. With reference to educational setting, self efficacy has been found to be positively impacting with educational aspiration. The sample taken for the study is 305 high school students from government, government aided and self-financed schools in Chennai district only. The tools used were “self-efficacy questionnaire” prepared by Muris, Peter (2001) and “Educational Aspiration Inventory” prepared by Dr.T. Pradeep Kumar (2012). Simple Random sampling technique was used to select the sample. The major findings of the study revealed that there is significant and positive correlation between Self-efficacy and Educational aspiration of high school students.

Introduction

Education is a process which makes an individual to adopt himself whole heartedly for the changing environment. Education in the largest sense is any act or experience that has a formative effect on the mind, character or physical ability of an individual. In its technical sense, education is the process by which society deliberately transmits its accumulated knowledge, skills and values from one generation to another (Wiki, 2016).

But the problem which we face in today's world is the deterioration of human values and practices among the children. The child of today does not know the difference between right and wrong or good or bad. The youth of today do not know how

to live together and how to cater to the needs of others in society. Hence it is very important to impart apt knowledge to the children so that we can create a human society that will in return inject the good values and virtues in children.

Operational definitions

a) Self-efficacy:

Self-efficacy is defined as people's beliefs about their capabilities to produce designated levels of performance that exercise influence over events that affect their lives. Self-efficacy beliefs determine how people feel, think, motivate themselves and behave in their belief. In other words, it is a person's belief about his or her ability and capacity to accomplish a task or to deal with the challenges of life.

*Packiam. M, Research Scholar, Meston College of Education, Royapettah, Chennai – 14.

**Dr. S. Devasahayam Selvakumar, Principal, Meston College of Education, Royapettah, Chennai – 14.

Psychologist *Albert Bandura* (1977) has defined self-efficacy as one's ability to succeed in specific situations.

b) Educational Aspiration:

Educational Aspiration is a strong desire to reach something high or great. Young children's aspirations guide what students learn in school, how they prepare for adult life and what they eventually do. It is that level of attainment to reach in the course of his or her education and all the concepts regarding education.

Need for the Study

Education is a human enterprise. It is a process and kind of activity in relation to human beings. It is a continuous effort to develop all capacities of the students to control their neighboring environment and to fulfill their needs. Though education is a part of human life, it cannot help the pursuers unless they have the required amount of self-efficacy and educational aspirations. Thus, the primary purpose of this study is to refine and expand our understanding of the self-efficacy and how it is positively related to educational aspiration of students.

Objectives of the Study

The following objectives are set in the present study:

1. To find out the levels of Self-efficacy and its dimensions of High school students.
2. To find out the level of Educational Aspiration of High school students.

3. To find out whether there is any significant difference between the mean scores of Self-efficacy among high school students with regard to gender.
4. To find out whether there is any significant difference between the mean scores of educational aspiration among high school students with regard to gender.
5. To find out whether there is any significant correlation between the self-efficacy and educational aspiration among high school students.

Methodology of the Study

In the present study, the investigator used the normative survey research method to find out the "Impact of Self-efficacy over Educational Aspiration among High School students".

Sample

The sample of the present study constitutes a sample of 305 students, studying IX standard in government-aided and self-financed schools in Chennai district. Simple Random Sampling Technique was used to select the sample of the study.

Tools Used

For the present study the investigator used the following Standardized tools

1. Self-efficacy Questionnaire by Muris.P. (2001)

2. Educational Aspiration Inventory by T.Pradeep Kumar. (2012).

Pilot Study

Before finalizing the final structure of the questionnaires and collection of data for the main study, a pilot study was attempted. It was conducted in the month of December 2015 on high school students from each school selected randomly from the whole sample. Samples of fifty were selected to test the feasibility of the tools. The pilot study helped to compute the reliability and validity of the tools.

Main study

The study was carried out in Government, Government-aided and self-financed schools in Chennai district only. In this investigation, the main purpose was to study the impact of self-efficacy over educational aspiration. Standardized tools were used to collect the required data for the main study. The investigator personally visited the schools and collected the data.

Analysis of Data

The data collected from the survey was analyzed using necessary statistical techniques and the results are listed below.

Hypothesis -1: The levels of self-efficacy and its dimensions of High school students are moderate in nature .

Table-1
Showing the levels of self-efficacy and its dimensions of High school students

Variable	Range	N	Percentage (%)
Academic Self-efficacy	Low	8	2.6
	Average	109	35.7
	High	188	61.6
	Total	305	100
Social Self-efficacy	Low	8	2.6
	Average	136	44.6
	High	161	52.8
	Total	305	100
Emotional Self-efficacy	Low	18	5.9
	Average	147	48.2
	High	140	45.9
	Total	305	100.
Self-efficacy	Low	00	0.00
	Average	60	19.7
	High	245	80.3
	Total	305	100

From the table, it is seen that the levels of self-efficacy and its dimension, academic and social self-efficacy of high school

students are high in nature, whereas the level of emotional self-efficacy of high school students is average in nature.

Hypothesis-2:

The level of Educational Aspiration of High school students is high in nature.

Table-2
Showing the level of Educational Aspiration of High school students

Groups	Educational Aspiration Scale Range	Number of Students	Percentage(%)
High	61 to 80	57	18.7
Average	50 to 60	160	52.5
Low	20 to 49	88	28.9
Total		305	100

From the above table, it is seen that the level of educational aspiration of high

school students is moderate in nature.

Hypothesis-3:

There is no significant difference between the mean scores of self-efficacy among high school students with regard to gender.

Table-3
Showing the significant difference between the mean scores of self-efficacy among high school students with regard to gender.

Variable	Gender	N	Mean	SD	S.E	't' Value	Level of Significance
Self-efficacy	Male	150	92.59	13.32	1.08	0.58	N.S.
	Female	155	91.77	13.06	1.04		

From the above table, it is inferred that the t-value is 0.58, which is not significant at 0.05 level and it is statistically proved that there is no significant difference between boys and girls of high school with respect to

their self-efficacy and thus the null hypothesis is accepted.

The above finding was supported by the study of Rajesh kumar and Roshan Lal(2006).

Hypothesis-4:

There is no significant difference between the mean scores of educational aspiration among high school students with regard to gender.

Table -4

Showing the significant difference between the mean scores of Educational aspiration among high school students with regard to gender.

Variable	Gender	N	Mean	SD	S.E.	't' Value	Level of Significance
Educational Aspiration	Male	150	53.06	7.68	.62	0.44	N.S.
	Female	155	53.73	7.70	.61		

It is clear from the table that the null hypothesis is accepted at 0.05 level of significance. Hence there is no significant difference between boys and girls studying in high school with respect to their

educational aspiration.

The above finding was supported by the study of Tina Rampino and Mark Taylor(2013).

Hypothesis-5:

There is no significant correlation between the self-efficacy and educational aspiration among high school students.

Table-5

Showing the correlation between self-efficacy and educational aspiration of high school students.

Comparison of Variables	Sample Size	Correlation Coefficient 'r'	Level of Significance
Self-efficacy Vs Educational Aspiration	305	0.2493	S

The above table clearly shows that there is significant and positive correlation between self-efficacy and educational aspiration.

The above finding was supported by the study of Bindu VK and M.Padmanabhan(2016).

Findings of the Study

On the basis of above tables the following findings have been emerged:

1. The high school students have moderate academic and social self-efficacy and high level of emotional self-efficacy.
2. The level of educational aspiration of high school students is moderate in nature .
3. There is no significant difference in the self-efficacy of high school students based on gender.
4. There is no significant difference in the educational aspiration of high school students based on gender.
5. There is significant and positive correlation between self-efficacy and educational aspiration.

Educational Implications

The findings of the study paved way to frame the following educational implications:

1. From the study it was concluded that the high school students are high in emotional self-efficacy than in academic and social self-efficacy. So the teacher can use the following tips to improve the academic and social self-efficacy among the students

(Margolis,2006):

- (a) Use moderately-difficult tasks.
 - (b) Use peer models. Teach specific learning strategies.
 - (c) Capitalize on students interests.
 - (d) Allow students to make their own choices.
 - (e) Encourage students to try.
 - (f) Give frequent and focused feedback.
 - (g) Encourage accurate attributions.
2. The students who are studying in high school have moderate educational aspiration. Hence the high school teacher, parents and educational institutions can adapt following tips to increase the level of educational aspiration of high school students (Nabil khattab,2015):
 - (a) Need to provide students with necessary tools for success.
 - (b) The curriculum should stress the kinds of skills adults need – example: working cooperatively and problem solving.
 - (c) Schools should organize and address social and emotional needs of the students.
 - (d) Teachers and parents should raise their own expectations of the students.
 3. School should improve the learning environment within the classroom by proper intra structural facilities and good teacher students interaction. Teachers should boost

the innovative thinking of the students by giving various activities.

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