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## To Study the Effect of Mother's Educational Qualification on Social Behaviour of Higher Secondary School Students

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### Abstract

The present research work intends to study the effect of mother's educational qualification on social behavior of higher secondary school students. The family is one of the informal agencies of education because there is no formal teaching in a family but children learn quite a lot about their social living from their parents. Hence the researchers aim at to find out the social behavior of child according to the standard of mother's qualification. Researchers selecting students of higher secondary schools of Bhilai city situated in Durg district on the basis of random sampling techniques with the help of standardized tools collected data and on the basis of questionnaire method analysis and interpretation with required statistical technique, statistical analysis by t-value. Here independent variable is mother's qualification and dependent variable is social behavior of child. Samples have been taken from Govt. schools and private schools both girls and boys are taken in the sample. The total numbers of students are 120 i.e. 60 from government schools and 60 from private schools.

**Keywords:** Mother's Educational Qualification, Social Behavior of Students.

### 1. Introduction

#### Back Ground of the Study: -

*"You can teach a student a lesson for a day, but if you can teach him to learn by creating curiosity, he will continue the learning process as long as he lives."* **By - Clay P. Bedford**

*"Like fire in a piece of flint, knowledge exists in the mind; suggestions are the fiction which brings it out."* **By - Swami Vivekananda**

Education is essentially a human affair. It influences one person to another. The new born infant is a helpless human being. He is not aware of social customs and traditions, not even this he is not even knee to achieve any idea or value, but as he grows older the formal and non formal agencies of education develops his physical, mental and emotional self and social feelings also develop in him gradually. By and by, he is able to develop a sense of responsibility like his elders and solve the problems of life successfully.

Education is able to instill in the child a sense of maturity and responsibility. Education is that conductive process which drag a person from darkness, poverty and misery by developing his individuality in all its aspects – Physical, Mental, Emotional, and Social with this type of all-round development he becomes a responsible, dynamic, resourceful and enterprising citizen of strong good moral character who uses all his capacities to develop his own self, his society and his nation to the highest extent.

The family is one of the informal agencies of education because there is no formal teaching in a family but children learn quite a lot about their social living from their parents. Sociologically, family is the oldest institution, though there have been change in the organization and pattern of the family with changing times. The family organization is not independent in it but is connected to wider social network. The social network forms society. So education contributes to the growth and development of society also. Thus education is related to the society.

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**Social Behaviour**

Social behavior is defined as interactions among individuals, normally within the same species that are usually beneficial to one or more of individuals.

**Types of Behaviour**

1. Emotional behavior
2. Bad behavior
3. Uncontrolled behavior
4. Group behavior

**Emotional Behaviour**

They are anger, fear, joy, sorrow, excitement. The way a person responds emotionally determines his or her emotional behavior.

**Bad Behaviour**

There are situations where a person may respond that is antisocial or breaking certain rules, for examples: A person may act rude and break common social rules by skipping in line, stealing or harming others. A child may not mind his or her parents as well as talk back to them.

**Uncontrolled Behaviour**

There are situations where a person may respond in a manner that is uncontrolled often this is related to emotional behavior, but it is also may be due to addictions of some sort. For example while everyone may get angry and are easily loose there temper and even go to uncontrolled rage.

**Group Behaviour**

Participants in a group during protest demonstration are often taken up with emotions of a group that they may do violent act or normally. One important reason of it is that people are influenced by those around them.

Social behavior is an important dynamic dependent variable to expose the effectiveness and efficacy of performance of higher secondary school students.

Here the researcher has keen interest to know how much and what level effect mother’s qualification on social behavior of higher secondary school students. Whereby the problem introduce as “To study the effect of mother’s educational qualification on social behavior of higher secondary school students”

**2. Objectives and Hypotheses**

**Objectives of the study**

- (1) To study the effect of mother’s educational qualification on social behavior of higher secondary schools students.
- (2) To study the effect of mother’s educational qualification on social behavior of boy’s and girl’s of govt. schools.
- (3) To study the effect of mother’s educational qualification on social behavior of boy’s and girl’s of private schools.

**Hypothesis of the Study**

H1. There exist no significant difference in social behavior of 12th grade students of govt. school and private schools.

H2. There exists no significant difference in social behavior of 12th grade boys and girls students of govt. school.

H3. There exists no significant difference in social behavior of 12th grade boys and girls students of private school.

**3. Methodology and Procedure**

**Method**

Based on the present study, questionnaire method by giving rating needs to prepare the layout of the method of the following steps in taking proper samples, collecting data, adopting suitable technique to arrive at desired results and verification of the hypotheses.

**Population**

The present research work entrusted all the higher secondary school students of Bhilai city Durg district enrolled during the session 2014 - 15 of all the higher secondary school students to constitute the population for smooth and successful completion of the study.

**Sample**

The researchers selects 120 samples of higher secondary school students out of total population through random sampling technique for systematic analysis as per the proportionate availability of population constituted within the concerned area of the study.

**Scope and Delimitation**

The present research work covers the complete higher secondary school within the territory of Chhattisgarh state district Durg Bhilai city as the scope of the study and all the students of all the higher secondary school of the state and district delimited to the study.

**Tools: -** The following tools are selected for the study:

The present scale was developed by M.C.Joshi & Dr. Jagdish Pandey. The test consists of 34 items in all with very bad, bad, average, good & best responses. There are 2 types of questions positive and negative for positive items, the wattage is to be given as 5,4,3,2,1 score but in case of negative item which are indicated by stars (\*) the scoring procedure is reverse as 1,2,3,4,5. The present study is done on 12<sup>th</sup> grade higher students of age 15-18.

The high score indicated effective social behavior of children.

**Statistical Techniques**

After the administration of the test the investigator has totaled the score of each answer sheet and calculated it. The calculation is done by t-value test. The researcher used the required statistical techniques as per the requirements for successful statistical analysis of data to achieve the stated objectives relating to supported hypotheses formulated expecting outcomes.

**4. Analysis and Discussion**

**Verification of Hypotheses:**

**Results related with various hypotheses are presented below:**

**H1.** There exist no significant difference in social behavior of 12th grade students of govt. school and private schools.

**Table:** ‘T-value table showing social behavior of Govt. and Private School Students

	Source	N	Mean	SD	t-value	Result
1	Students of govt. schools	60	284.33	33.15	10.94	<b>S</b>
2	Students of private s schools	60	214.50	34.80		

df = 118, p < 0.05, significant

Calculated value is more than t-value = 1.98 at 0.05 level of significance which indicate that there exist significance difference in social behavior of 12<sup>th</sup> standard students of govt. and private schools students.

**H2.** There exists no significant difference in social behavior of 12th grade boys and girls students of govt. school.

**Table:** 'T-value table showing social behavior of Girls and Boys of govt. Schools Students

#	Source	N	Mean	SD	t-value	Result
1	Girls of govt. schools	30	208.70	28.98	1.73	NS
2	Boys of govt. schools	30	224.30	38.88		

df = 58, p > 0.05, not significant

**Result:** - Calculated value is 1.73 which is less than t-value = 2.00 at 0.05 level of significance which indicated that there is no significance difference in social behavior of 12<sup>th</sup> standard boys and girls students of govt. schools.

**H3.** There exists no significant difference in social behavior of 12th grade boys and girls students of private school.

**Table:** 'T-value table showing social behavior of Girls and boys of private schools students

	Source	N	Mean	SD	t-value	Result
1	Girls of private schools	30	276.40	36.48	1.85	NS
2	Boys of private schools	30	292.27	28.18		

df = 58, p > 0.05, not significant

**Result:** - Calculated value is 1.85 which is less than t-value = 2.00 at 0.05 level of significance which indicated that there is no significance difference in social behavior of 12<sup>th</sup> standard boys and girls students of private schools.

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