

Vol. 6

No. 4

April 2021

ISSN: 2454-4531

AKCE QUEST
A Journal on Educational Research
Peer – Reviewed Quarterly Journal

ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

**(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale &
Affiliated to Tamil Nadu Teachers Education University, Chennai)**

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ECO-FRIENDLY BEHAVIOUR AMONG HIGHER SECONDARY STUDENTS WITH CERTAIN BACK GROUND VARIABLES

¹ Dr. A.R. Anandha Krishnaveni

² S. Alagaraja

Abstract

In this study, the investigator has attempted to examine the eco-friendly behavior of higher secondary students in relation to gender, location of the school, and watching the environmental programs on TV. The survey method was adopted to collect the data. The population of the present investigation is all the higher secondary students studying in Srivilliputtur taluk. Three hundred students were randomly selected by the investigator as the sample for the study. From the findings, it was found that the level of eco-friendly behavior of higher secondary students in relation to gender, location of the school, and watching environmental programs on TV is found to be average. It is also found that there was a significant difference in the eco-friendly behavior of higher secondary students with respect to gender, location of the school, and watching the environmental program on TV.

Introduction

It is widely agreed that, education is the most effective means that society possesses for confronting the challenges of the future. Indeed, education will shape the world of tomorrow. Progress increasingly depends upon the products of educated persons upon research, invention, innovation, and adaptation. Educated minds and instincts are needed not only in laboratories and research institutes but in every walk of life. Indeed, access to education is the sine qua non for effective participation in the life of the modern world at all levels. Education is not the whole answer to every problem. But education, in its broadest sense, must be a vital part of all efforts to imagine and create new relations among people and to foster respect for the needs of the environment.

Eco' is an abbreviation of Ecology, which means the relationship between organism and their habitat of humans and their homes in the global sense. Eco-friendly means a friendly relationship between human and their habitats. It is the extent to which the participants are motivated to act or behave in the desired way. It is specific and has direction. Environmental behavior is what the participants intend to do about the present environment and in saving it. The influence of environmental destruction on modern life has been a globally critical problem. Industrialized countries degrade the environment by insatiable consumption of resources and intense production of waste. Population Growth in many developing countries puts pressure on the planet. Therefore if people want to manage our earth, we must make people environmentally educated to increase the environmentally friendly behavior. This behavior is any action of an individual or group directed towards the remediation of environmental problems. In this techno-era, man is living in a world of crises where environmental crises are ultimately human problems. They are less as a result of shortcomings of scientific knowledge than in human environmental attitudes and behavior. Resolution of the current ecological dilemma will necessitate not only technological changes and improved scientific knowledge but also change in the environmental attitudes and behavior of people.

Rationale of the Study

Education is the deliberate process of modifying one's behaviours, knowledge, skills, and attitude, through a sequence of systematically planned experiences to achieve the predetermined goals and objectives. The Environment comprises everything around us, including human beings, animals, invisible micro-organisms, flora, and fauna. A healthy and clean environment is a precious gift of nature to humanity. Every one of us has an equal right to live in a healthy and clean environment.

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Man's demands are unlimited and ever-increasing, resulting in thoughtless degradation of the natural environment. With the development of science and technology and the growth of population and industrialization came tremendous change in the natural environment, and posing a danger to the physical, mental and social health of man. Higher secondary students are aware that not damaging the environment directed to preserve the environment is the first step of eco-friendly behavior. So the people should follow some measures to protect the environment from various hazardous industrial developments and scientific innovations. This behavior is called eco-friendly behavior that leads to environmental protection.

Higher secondary students who are in their adolescence are in the period of growth in all systems of the body. Each person has a unique and relatively stable, persisting organization of characteristics that go to make up his individual personality. Students are part and parcel of society. They are, in fact, the backbone and the builders of the future of society. As members of society, they come in contact and interact with the social situation.

The methods or techniques to solve the environmental crisis lie with individuals who have to make environmental protection a part of their behavioral repertoire. Environmental protection can only be brought about through the conceptual realignment between our desires for the wrathful exploitation of resources and their judicious utilization for sustainable development. All these studies give an impetus to present investigation to get a preliminary idea of motivating the students through intervention to become more conscious about environmental pollution and degradation and develop environment friendly behavior.

Therefore it is an immediate concern to concentrate on the higher secondary students towards refining their eco-friendly activities. Thus in the present study, the researcher had undergone a research in eco-friendly behavior of higher secondary students.

Operational Definition of Key Terms

A) Eco-Friendly Behaviour

Eco-friendly behavior in the present study means that the activities followed by the students to protect the environment.

B) Higher Secondary Students

The students who are studying in standard XI and XII in the higher secondary schools in Srivilliputtur taluk.

Methodology

In this study, the investigator has used a simple random technique. By this technique, 300 higher secondary school students were selected. This sample consists of 172 male and 128 female higher secondary school students. The sample data were collected from 6 higher secondary schools in Srivilliputtur taluk. The researcher has used eco-friendly behavior questionnaire. The tool was constructed by Preeti Srivasta (2015). This tool consists of 20 statements. Each statement has two responses. The respondent has to choose anyone from the given two responses, namely, i) Yes, and ii) No. Thus the maximum score obtained by a sample was 20, and the minimum score was 0.

Objective of the Study

- To find out the level of eco-friendly behavior of higher secondary students with respect to gender, location of the school and watching the environmental program on TV.

Hypotheses of the Study

- The level of eco-friendly behavior of higher secondary students with respect to gender, location of the school and watching the environmental program on TV is average.

Hypothesis 1

The level of eco-friendly behaviour of higher secondary students with respect to gender is average.

Table 1.1 Level of Eco-Friendly Behaviour of Higher Secondary Students with Respect to their Gender

Variable	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
ECO-FRIENDLY BEHAVIOUR	Male	41	23.8	101	58.7	30	17.4
	Female	35	27.3	64	50	29	22.7

It is observed from the above table that, with regard to male higher secondary school students, 23.8% of them have a low level of eco-friendly behaviour. 58.7% of them have an average level and 17.4.0% of them have a high level. With regard to female higher secondary school students, 27.3% of them have a low level. 50% of them have the average level, and 22.7% have a high level of eco-friendly behavior.

Hence large percentages of male and female higher secondary students have an average level of eco-friendly behavior. Therefore the hypothesis is accepted.

Hypothesis 2

The level of eco-friendly behaviour of higher secondary students with respect to the location of the school is average.

Table 1.2 Level of Eco-Friendly Behaviour of Higher Secondary Students with Respect to the Location of School

Variable	Location of School	Low		Average		High	
		Count	%	Count	%	Count	%
ECO-FRIENDLY BEHAVIOUR	Rural	33	24.3	72	52.9	31	22.8
	Urban	41	25	95	57.9	28	17.1

It is observed from the above table that, with regard to rural school higher secondary students, 24.3% of them have a low level of eco-friendly behavior. 52.9% of them have an average level, and 22.8% of them have a high level. With regard to urban higher secondary students, 25% of them low level. 57.9% of them have an average level, and 17.1% of them have a high level of eco-friendly behavior.

Hence large percentages of rural and urban located higher secondary school students have an average level of eco-friendly behaviour. Therefore the hypothesis is accepted.

Table 1.3 Level of Eco-Friendly Behaviour of Higher Secondary Students with Respect to Watching Environmental Programme on Tv

Variable	Watching Environmental Programme on TV	Low		Average		High	
		Count	%	Count	%	Count	%
ECO-FRIENDLY BEHAVIOUR	Daily	54	28.6	90	47.6	45	23.8
	Occasionally	41	36.9	45	40.5	25	22.5

It is observed from the above table that, with regard to daily watching environmental programmes on TV higher secondary students, 28.6% of them have a low level of eco-friendly behavior. 47.6% of them have an average level, and 23.8% of them have a high level. With regard to occasionally watching the environmental programs on tv, higher secondary students, 36.9% of them low level. 40.5% of them have an average level, and 22.5% of them have a high level of eco-friendly behavior.

Hence large percentages of higher secondary school students have an average level of eco-friendly behavior with respect to watching environmental programmes on TV. Therefore the hypothesis is accepted.

Findings of the Study

The level of the eco-friendly behaviour of higher secondary students with respect to gender, location of the school, and watching the environmental programmes on TV is average.

Educational Implications

The following implications based on the findings of the investigation are offered for the development of eco-friendly behavior among the students.

1. A good number of environmental projects must be included in the syllabus to get the students more acquainted with present environmental issues.
2. A participatory approach can be introduced at the school level to develop an eco-friendly attitude among all the students.
3. The concept of eco-friendly behavior should be incorporated in all curriculums of all the classes.
4. Awareness should be created among the students about the importance of using eco-friendly products or green practices. Measures should be taken to give stress to Environmental Education at the school level through various approaches.

Conclusion

This study has given a new insight into students and environmental relationships. To safeguard humans means to safeguard the whole world is the responsibility of a Social Worker as it's the environment that keeps humans safe. It is the social worker who should safeguard both. The world we live in is fragmented, materialistic and degenerated. Our struggle for existence has become so much self-centered that we find the man himself as a life-threatening force on this planet. Reality has become dependent on human decisions. All the ills and evils of the world can be eradicated by an adequate and proper education system, which prepares an individual to contribute towards global prosperity. From this study, it can be concluded that the higher secondary school students have an average level of eco-friendly behavior. Hence teachers, parents, and other people should take steps to develop eco-friendly behavior among students.

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**RELATIONSHIP BETWEEN ADJUSTMENT BEHAVIOUR AND ACADEMIC
ACHIEVEMENT**

¹ Dr. G. Maheswari

Abstract

The objectives of the study were to find out whether there is any significant relationship between adjustment behavior and academic achievement of higher secondary students. Survey Method was utilized to collect the data from the respondents through a planned questionnaire designed based on the objectives of the study. The population of the present study was comprised of higher secondary students studying in all higher secondary schools of Srivilliputtur taluk of Virudhunagar District. A sample size of 300 higher secondary students from randomly selected nine schools from Srivilliputtur taluk of Virudhunagar District was selected using a simple random sampling method. Social Maturity Scale (2019) was developed and standardized by the investigators to get the level of social maturity of the sample. In this study, various statistical measures such as Mean, Standard Deviation, t-test, and correlation were used. The investigator found no significant relationship between adjustment behavior and Academic Achievement of higher secondary students.

Introduction

Adjustment is a behavioral process by which a person maintains a balance among various needs that one encounters at a given time. Every situation of life demands that the person concerned should be able to effectively perform by some guiding principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behavior to achieve harmony with oneself, others, or the environment to maintain the state of equilibrium between the individual and the environment. The adjustment has been analyzed as an achievement as well as a process in psychology. Interpreting adjustment as an achievement would necessitate effective performance in doing what one was expected to and engaged in. This would mean judging the quality of assured parameters. However, psychologists have been interested in examining adjustment as a process. This entails probing the interaction of the individual with the external world.

If the relationship between the individual and his/ her environment is by the norms, then the adjustment is achieved. The behavior of the person concerned would be considered normal. Gross deviation from the norms demands clinical investigations and interventions. Such deviations are defined as maladjustment. Severe deviations can be classified as abnormal behavior.

Academic achievement is the core term, i.e., educational growth and plays an important role in the life of a child. High academic achievement in the school builds self-esteem and self-confidence, which leads to better adjustment with the group. Achievement encompasses enhancement, self-actualization, self-improvement, and some form of competitiveness (Maslow, 1954). Pressey, Robinson, and Harrock (1959) defined achievement as the status or level of a person's learning and his ability to apply what he has learned. According to them, achievement would not only include the acquisition of knowledge and skills but also attitudes and values. Trow (1960) defines academic achievement as the attained ability or degree of competence in school tasks usually measured by standardized tests and expressed in grades or units based on norms derived from a sampling of pupils' performance. According to Crow and Crow (1969), achievement means the extent to which a learner is profiting from instructions in a given area of learning. In other words, the achievement is reflected by the level to which skills or knowledge has been acquired by a person from the training imparted to him; it is the outcome of the general, and specific learning experience.

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Need and Significance of the Study

Adjustment plays a vital role in one's life. It brings happiness and makes a person mentally and physically healthy. A satisfied happy and healthy individual is not only an asset to himself but a boon to society also. This is true for the student, who has a wide obligation to the community in particular and humanity. That adjustment behavior is not only for them but is essential for the proper development and stability of the community as a whole. The increase in adjustment behavior helps man to make better beings. Most of the individual try to become constant themselves in different aspects of their personality. Opportunities are varied, and it is at the higher secondary school level. They are further challenged from different angles to develop this personality as they are involved in all the activities of the school. The student's adjustment behavior and Academic Achievement of them and how to enhance it are of great importance for every teacher. Through the findings of the study, one can understand that the extent of the relationship between adjustment and Academic achievement. The assessment of the adjustment and Academic Achievement of the individuals can help the competent authorities to develop the adjustment of the students.

Objectives of the Study

1. To find out the level of adjustment behavior of higher secondary students academic achievement.
2. To find out the level of academic achievement of higher secondary students academic achievement.
3. To find out whether there is any significant relationship between adjustment behavior and academic achievement of higher secondary students.

Method Adopted

A survey method was adopted for the present study.

Population

The population for the present study consists of higher secondary school students studying in XI and XII standard in Srivilliputtur Taluk.

Sample

The sample consists of students in the age group of 15-17 years studying in the higher secondary schools of Srivilliputtur Taluk. The sample drawn is 300 XI and XII standard students from 9 higher secondary schools of Srivilliputtur Taluk of Virudhunagar District.

Tools Used

The investigator used a value perception scale. The value perception scale is prepared and developed by Amalraj and Sindhya (2008).

Statistical Technique Used

The investigator used the percentage-wise analysis and 't' test to analyzing the data.

Analysis of Data

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

Table 4.1 Level of Adjustment Behaviour of Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
38	12.7	213	71.0	49	16.3

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

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

Table 1.2 Level of Academic Achievement of Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
41	13.7	208	69.3	51	17.0

It is inferred from the above table that 13.7% of higher secondary students have low, 69.3% of them have moderate and 17.0% of them have a high level of academic achievement.

There is no significant relationship between adjustment behavior and Academic Achievement of higher secondary students.

Table 1.3 Significant Relationship Between Adjustment Behaviour and Academic Achievement of Higher Secondary Students

<i>Adjustment behavior</i>		<i>Academic Achievement</i>		ΣXY	<i>Calculated 'r' value</i>	<i>Remarks</i>
ΣX	ΣX^2	ΣY	ΣY^2			
32206	112662	3490384	44216406	12094992	0.021	NS

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

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

Major Findings

- 12.7 % of higher secondary students have low, 71.0% of them have moderate and 16.3% of them have a high level of adjustment behavior .
- 13.7% of higher secondary students have low, 69.3% of them have moderate and 17.0% of them have a high level of academic achievement.
- There is no significant relationship between adjustment behavior and Academic Achievement of higher secondary students.

Recommendation of the Study

The complicated process of adjustment is multi-dimensional and involves the emotional, educational, and social adjustment of students in the school environment.

- The school rules and regulations should adequately be focused on the students. The research underscores the importance of school rules and perceived fairness regarding students' behavior. It is evident that schools in which rules are effectively enforced (i.e., better discipline management) have lower rates of student victimization and student delinquency (Payne & Gottfredson, 2005)
- A harmonious relationship between the staff should be established. Blum, Me Nelly (2002) reports that a safe, caring, participatory, and responsible school climate tends to foster greater attachment to school and provide the foundation for social, emotional and academic learning of students.
- School should foster the feelings of trust and respect for students and teachers to make the child socially adjusted.
- Schools should have a high sense of community. It must encourage interaction, and see teachers and students actively communicated. The staff of the school should open to student's suggestions. Students should have opportunities to participate in decision making.
- The school routine must include the curriculum and co-academic activities. Balanced should be maintained in giving equal weightage to intellectual, cultural and other social service activities in the school.
- The school should try to overcome the burning problems and instructional difficulties and try to make satisfactory progress in explanatory experiences. Teachers should try to cultivate an optimum relationship between classroom objectives and individual outcomes. The students also must get opportunities to choose the courses based on their age, intelligence, ability, and aptitude.

7. Proper training of teachers should be arranged so that they can employ better techniques and methods of teaching and make other psychological efforts to maintain the academic success of students and classroom discipline.
8. Students' classroom participation should be increased. Research reports, when students are encouraged to participate in academic learning, the potential for academic achievement increases (Voelkl, 1995).
9. Teachers' support to student achievement. Students' active participation in the class important.
10. Increased parent and community involvement.
11. High teacher commitment, positive peer norms, emphasis on a group or team cooperation, high level of expectation held by teachers and students, social relations among families will lead to high academic achievement of students.
12. Student's social relations with their teachers form an important element in their school life. When students perceives their teachers to be interested in them, care about them, students are less likely to drop out (Farrel, 1990).
13. Finally, we can conclude that student's academic achievement may be attributed to high expectations for success, orderly learning environment, and high morale, active engagement in various academic activities, and positive social relationships in schools.

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ATTITUDE OF THE PROSPECTIVE TEACHERS TOWARDS INCLUSIVE EDUCATION IN VIRUDHUNAGR DISTRICT

¹ Dr. A.R. Anandha Krishnaveni² S. Vinitha**Abstract**

This study has been conducted to investigate the level of attitude of the prospective teachers towards inclusive education in Virudhunagr district. 300 student teachers have been taken for the study. The simple random sampling technique is used to collect data. Attitude towards inclusive education scale is prepared by the investigator and used. Survey method was employed. The data was analyzed statistically by using mean, standard deviation, and 't' test. This study revealed that "most of the student teachers have moderate level of attitude towards inclusive education. The findings are, (i) 15.7% of have low, 67.0% of them have moderate and 17.3% of them have high level of attitude towards inclusive education. (ii) 33.3% of the male student teachers have low, 41.7% of them have average and 25.0% of them have high level of attitude inclusive education. (iii) 13.2% of the female teachers have low, 77.2% of them have average and 9.6% of them have high level of attitude towards inclusive education. (iv) there is significant difference in the attitude of the prospective teachers towards inclusive education with respect to gender.

Introduction

Inclusive education is about how we expand and diagram our schools, classrooms, programmes and activities so that all types of students learn and contribute together. Under inclusive education, learners with particular needs spend most or all of their time with non-disabled students. Inclusion discards the employ of special schools or classrooms to divide students with disabilities from learners without disabilities. Inclusion is a progression of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and plummeting exclusion within and from education. It engages changes and modifications in content, approaches, structures and strategies, with a ordinary vision which covers all children of the suitable age range and a confidence that it is the accountability of the regular system to educate all children"

Significance of the Study

Inclusive education programmes help the prospective teachers to manage teaching- learning effectively in an inclusive setup in school. It will further help them to share their knowledge with colleagues in school as well as the prospective student teachers, which in turn would help them to bring about a change in their attitude towards inclusive education. It will also enable the student- teachers to re-think and modify their teaching strategies in the inclusive classroom as per the needs of the children. Thus, this study will help to develop an interest among B.Ed student teachers to learn more about inclusive education.

The inclusive education programme can be used in developing a positive attitude towards inclusive education at other teacher education level.

To understated the students with special needs in the general school as we as in the inclusive setup, training of teachers is necessary. The programme developed can be used in schools to train in-service teachers at secondary level. This can be done with help the principal or Head of the institution , seminars, workshop and lectures.

This study will help the curriculum frames to understand the needs of the teacher and students in inclusive setup. It will enable them to also bring about desirable changes in syllabus, practical training and evaluation. Hence, an inclusive education programme can be incorporated as a part of the curriculum at re-service as well as in-service levels.

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This study will also help educators, teachers, students, and the community to understand that including children with special needs in school will improve the quality of life for all. School are important places for children to develop friendships and learn social skills from each other, because all children learn by being together. When children attend classes and activities that reflect the similarities and differences of people in the real world, they would learn to appreciate diversity. In order to appreciate the big picture of inclusion, people must envision an outcome that they would want for themselves or for their own child. This study would pave way further research in areas of concern, as suggested by the results of the study.

Objectives of the Study

- (i) To find out the level of attitude of the prospective teachers towards inclusive education is average with respect to total sample.
- (ii) To find out the level of attitude of the prospective teachers towards inclusive education with respect to gender is average
- (iii) To find out whether there is any significant difference in the attitude of the prospective teachers towards inclusive education with respect to gender.

Hypothesis of the Study

- (i) The level of attitude of the prospective teachers towards inclusive education is average with respect to total sample.
- (ii) The level of attitude of the prospective teachers towards inclusive education with respect to gender is average
- (iii) There is no significant difference in the attitude of the prospective teachers towards inclusive education with respect to gender.

Methodology

The study was conducted through the descriptive survey method of research on a sample of 300 student teachers. The attitude scale s developed and validated by the investigator. Three Hundred student teachers studying in 13 Colleges of Education from Virudhunagar District in Tamil Nadu were chosen as the sample by using simple random sampling technique.

Data Analysis

The collected data were analyzed using mean, standard deviation, percentage analysis and 't' test.

Analysis of Data

Null Hypothesis -1

To find out the level of attitude of the prospective teachers towards inclusive education with respect to total sample.

Table 1.1 Level of Attitude of the Prospective Teachers towards Inclusive Education

Low		Moderate		High	
Count	%	Count	%	No.	%
47	15.7	201	67.0	52	17.3

It is inferred from the above table that, 15.7% of have low, 67.0% of them have moderate and 17.3% of them have high level of attitude of the prospective teachers towards inclusive education.

Null Hypothesis -2

To find out the level of attitude of the prospective teachers towards inclusive education with respect to gender.

Table 1. 2 The Level of Attitude of the Prospective Teachers towards Inclusive Education with Respect to Gender

Gender	Low		Moderate		High	
	No.	%	No.	%	No.	%
Male	12	33.3	15	41.7	9	25.0
Female	35	13.3	186	70.5	43	16.3

It is inferred from the above table that, 33.3% of the male student teachers have low level, 41.7% of them have average level and 25.0% of them have high level of attitude of the prospective teachers towards inclusive education. 13.2% of the female teachers have low, 77.2% of them have average and 9.6% of them have high level of attitude of the prospective teachers towards inclusive education.

Null Hypothesis -3

There is no significant difference in attitude of the prospective teachers towards inclusive education with respect to gender.

Table 1.3 Difference in Attitude of the Prospective Teachers Towards Inclusive Education with Respect To Gender

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	36	86.7222	6.15333	2.450	S
Female	264	87.1326	4.98529		

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

It is inferred from the above table that calculated 't' value (2.450) is greater than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is a significant difference in attitude of the prospective teachers towards inclusive education with respect to gender.

Major Findings

- 15.7% of the prospective teachers have low level, 67.0% of them have moderate level and 17.3% of them have high level of attitude towards inclusive education with respect to total sample.
- 33.3% of the male student teachers have low. 41.7% of them have average level and 25.0% of them have high level of attitude towards inclusive education.
- 13.2% of the female teachers have low, 77.2% of them have average and 9.6% of them have high level of attitude towards inclusive education.
- There is a significant difference in the attitude of the prospective teachers towards inclusive education with respect to gender.

Recommendation of the Study

- Strategies for developing attitude towards inclusive education should be educated among male student teachers.
- The head of the institution should be very particular about the development of attitude towards inclusive education among student teachers by educating them the benefits of inclusive education.
- Attitude towards inclusive education should be developed for urban student teachers by organizing more seminars, training sessions and so on.
- A close relationship between the roles played by the teachers, their superiors are desirable for the development of attitude towards inclusive education among Tamil medium student teachers.
- In-service training includes professional development for teachers who are already working in the classroom. In addition to developing the skills of professionals before entering the workforce, it is essential that teachers already teaching be provided skills and techniques for inclusive education.
- Inclusive education requires that student teachers have additional skills to be able to design inclusive lessons with a variety of activities that cater to diverse student needs.
- The development of a more inclusive education system requires training and retraining of all education personnel. Administrators and education managers from ministry of education, local government, district services, voluntary organizations, NGOs, etc. need to be introduced to the principle of inclusion and its implications to the system at different levels.
- Adequate and coordinated training needs to be given to student teachers, in order to enable them to provide satisfactory education for all of their students, namely on how to make classroom practices more child-friendly, flexible, and without any discrimination towards any individual.

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**A STUDY ON SCIENTIFIC APTITUDE AND SCIENCE INTEREST AMONG HIGHER
SECONDARY STUDENTS IN PONDICHERRY**

¹ Dr. S. Anuruba

Abstract

The present study is an attempt to find out the Scientific Aptitude and Science Interest among higher secondary students in Pondicherry. Simple random sampling technique has been used in the selection of the sample. As many as 600 higher secondary students were selected for this purpose, Scientific Aptitude test battery and Science Interest test were distributed to them and their responses were collected and computed according to the objectives framed. Results found that the majority of the higher secondary students showed positive and significant relationship of Scientific Aptitude and Science Interest and the same trend has been seen in respect of the sub-samples too.

Keywords: Scientific Aptitude, Science Interest, higher secondary students

Introduction

Science Interest is necessary for pupils to pursue Science Education. Scientific Aptitude is a potentiality of future accomplishment in Science without regard to past training and experience. Without right Aptitude towards a subject one cannot achieve or shows any interest in a subject. Like-wise without good Scientific Aptitude an individual does not achieve much in Science.

Objectives of the Study

1. To find out the significant relationship between Scientific Aptitude and Science Interest among Higher Secondary Students.
2. To find out the significant difference between Scientific Aptitude and Science Interest among Higher Secondary Students with respect to their sub-samples.

Hypotheses of the Study

1. There is no significant difference between Scientific Aptitude and Science Interest among Higher Secondary Students.
2. There is no significant difference between the Scientific Aptitude and Science Interest among Higher Secondary Students with respect to their sub-samples.

Methodology

In the present study Normative Survey Method has been used, since it deals with present condition.

Sampling Technique used in this Study

Simple Random Sampling Technique has been used in this study. Among the various regions in the Union Territory of Pondicherry, only Pondicherry region has been fixed as the field for this study.

Tool

- (i) Scientific Aptitude test battery by K.K. Agarwal Bareilly and Saroj Aurora (2005).
- (ii) Science Interest test by L.N. Dubey & Archana Dubey (2005).

Statistical Techniques used in this Study

In the present study Correlation Analysis has been used.

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Data Analysis and Findings

Table No. 1
Correlation Co-efficient between the scores of Scientific Aptitude and Science Interest
of higher secondary students

Variables	N	Correlation Co-efficient ('r')	Level of Significance
Scientific Aptitude	600	0.319**	Significant
Science Interest	600		

The Correlation Coefficient is 0.319 found between Scientific Aptitude and Science Interest among the Higher Secondary students, which is significant at 0.05 level for 599 df. It is concluded that there is a positive and significant relationship between Scientific Aptitude and Science Interest among Higher Secondary students.

Table No.2 Coefficient of correlation between Scientific Aptitude and Science Interest of higher secondary students with regard to sub - samples

S.No	Sub Sample	Number	r	Table value	Level of significance
1	Gender				
	Male	291	0.310	3.99	Significant at 0.01 level
	Female	309	0.325	0.09	Not Significant at 0.05 level
2	Type of Management				
	Government	301	0.279	2.69	Significant at 0.01 level
	Private	299	0.327	0.01	Not Significant at 0.05 level
3	Nature of school				
	Boys School	90	0.310	33.39	Significant at 0.01 level
	Girls School	90	0.334	28.38	Significant at 0.01 level
	Co-Education School	420	0.284	0.08	Not Significant at 0.05 level
4	Location of School				
	Urban	302	0.306	33.89	Significant at 0.01 level
	Rural	298	0.339	0.01	Not Significant at 0.05 level
5	Type of Family				
	Nuclear	335	0.403	23.08	Significant at 0.01 level
	Joint	265	0.231	3.0	Significant at 0.01 level
6	Father's Education				
	Illiterate	215	0.315	3.89	Significant at 0.01 level
	Matriculate	216	0.309	4.69	Significant at 0.01 level
	Degree	118	0.347	0.01	Not Significant at 0.05 level
7	Mother's Education				
	Illiterate	285	0.312	3.69	Significant at 0.01 level
	Matriculate	212	0.337	8.88	Significant at 0.01 level
	Degree	82	0.289	0.09	Not Significant at 0.05 level
	Professional Degree	21	0.325	10.27	Significant at 0.01 level
8	Community				
	FC	59	0.354	28.7	Significant at 0.01 level
	BC	205	0.287	5.89	Significant at 0.01 level
	MBC	210	0.359	7.78	Significant at 0.01 level
	SC	108	0.358	0.08	Not Significant at 0.05 level
	ST	18	0.241	3.67	Significant at 0.01 level

9	Religion				
	Hindu	519	0.316	4.39	Significant at 0.01 level
	Muslim	44	0.404	3.18	Significant at 0.01 level
	Christian	37	0.322	0.11	Not Significant at 0.05 level

By using the Spearman Brown Prophecy formula, the Zero order Correlation has been computed and the values are given in Table No. 2. It may be inferred from the above table No.2 that there is a positive significant relationship between Scientific Aptitude and Science Interest among Higher Secondary students. It is also observed from the obtained results that the following sub samples Gender (Male), Type of management (Government), Nature of school (Boys / Girls), Location of the school (Urban), Type of Family (Nuclear/Joint), Fathers Educational Qualification (Illiterate/ Matriculate/ Professional Degree), Mothers Educational Qualification (Illiterate/ Matriculate/ Professional Degree), Community (FC/BC/MBC/ST), Religion (Hindu/Muslim) are significantly correlated. But the sub samples Gender (Female), Type of management (Private), Nature of school (Co-education), Location of the school (Rural), Fathers Educational Qualification (Degree), Mothers Educational Qualification (Degree), Community (SC), Religion (Christian) are not significantly correlated.

Conclusion

From the above analysis, it is concluded that there is a positive and significant relationship between Scientific Aptitude and Science Interest among Higher Secondary students and the same trend has been seen in respect of the sub-samples too.

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PSYCHOLOGICAL WELL-BEING AND TEACHING COMPETENCY OF B.Ed STUDENTS

¹ Dr. S. Anandaraj² S. Shanmuga Sundari**Abstract**

Teaching can be rightly deemed as a profession because it has well-defined functions and well-identified nature and scope. Also it has a philosophy of its own. The work of a teacher is presently demanding specialised professional preparation, based on a technology of instruction. The standard of the teaching profession is said to be going down day by day. Teaching gives personal satisfaction to the teacher. Hence, they should have positive mental health and also have the competence to teach. The aim of the study is to find out the level of psychological well-being and teaching competency of B.Ed students. In order to study this problem, the survey method was used to collect the data. The population of the present investigation is all the B.Ed students studying in Tirunelveli district. From the population, 300 students were randomly selected as the sample for the study. The finding reveals that the level of psychological well-being and teaching competency of B.Ed students are found to be moderate with regard to gender. The male students are better than the female students in their psychological well-being and teaching competency. It also reveals that there is significant relationship between psychological well-being and teaching competency of B.Ed students.

Keywords: Psychological well-being, Teaching competency, B.Ed students

Introduction

One of the major concerns and priorities of teacher education institutions is to produce competent effective teachers, whose methods and modes of approach must lessen the burden of learning and increase the eagerness and happiness of school life. Such a teacher would be able to apply activity based participatory process of teaching and research oriented techniques to make learning interesting and joyful (Shukla, 2004). It may therefore, recommend competency based teacher education programs to eminent educationists, administrators & policy makers for implementing the uniform standards in all the teacher education institutions of our country. In general, competency is a set of elements which leads not only to develop the skill but also a good combination of knowledge, understanding, problem solving abilities and values (attitudes). Competency is equipping the teacher with adequate knowledge and ideas to begin with a professional career. A competent teacher is one who has the skill of accurate perceptions of the classroom situation and the changes that occur within the classroom is aware of the teacher's role which are appropriate to different situations, and possesses the personality skills which allow him to adopt to changing situation (Hoyle, 1969). Due to the technical, political, social, economical and cultural changes teaching jobs are getting more and more complex. Nearly every class has students facing integration problems, students who are under motivated, aggressive or have other behavioural problem, students who have learning problems. Most teachers agree on the areas that need the greatest development is preparing for students with special needs, handling behavioural problems and discipline. So it is essential for the teacher to be psychological well-being person and they should have a positive mind set to tackle the situation they face.

Need and Significance of the Study

Teachers play an important role in contributing the modifying the destiny of a country through influencing the learners. The positive environment in a classroom setting is important to the experiences of all students. Nearly every class has students facing integration problems, students who are under motivated, aggressive or have other behavioural problem, students who have learning problems.

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Most teachers agree on the areas that need greatest development are preparing for students with special needs, handling behavioural problems and discipline. An effective classroom learning environment is affected by the psychological well-being of the teacher. At the most basic level psychological well-being is quite similar to other terms that refer to positive mental states, such as happiness or stratification and in many ways it is not necessary or helpful to worry about fine distinctions between such terms. Psychological well being is about lives going well. It is the combination of feeling good and functioning effectively. It refers to how people evaluate their lives. Assessing teachers' psychological well-being is the first step in protecting teacher's mental health and providing them environment that helps flourish their professional and personal development. It is also crucial for good teachers- student interactions which in turn may affect student self-efficacy, social abilities and even mental health. A teacher with personal psychological problems can have a detrimental effect on all of those students and as well as those who are associated with him or her. Thus it is important for teachers and teacher educators focus on teacher's own sense of well being as teacher's psychological well being is considered as necessary condition for teacher's sense of effectiveness. Therefore the investigator undertakes a study on psychological well-being and Teaching Competency of B.Ed students.

Objectives of the Study

The researcher has framed the following objectives for the present study.

1. To find out the level of psychological well-being and teaching competency of B.Ed students.
2. To find whether there is any significant difference between male and female B.Ed students in their psychological well-being and teaching competency.
3. To find whether there is any significant relationship between psychological well-being and teaching competency of B.Ed students.

Null Hypotheses

1. There is no significant difference between male and female B.Ed students in their psychological well-being and teaching competency.
2. There is no significant relationship between psychological well-being and teaching competency of B.Ed students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of 'Teaching competency scale' comprises of 40 items which was developed by Sumathi and Sheela in the year 2010 and "Psychological well-being Scale" comprises of 50 statements, which was developed and validated by Shanmuga Sundari (investigator) and Anandaraj (Research supervisor) in 2019. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 B.Ed students studying in Tirunelveli district. The data were analysed by using Mean, Standard Deviation, 't' test and correlation analysis.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1: level of psychological well-being and teaching competency of B.Ed students with regard to gender

Variable	Psychological well-being						Teaching competency					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	4	9.8	26	63.4	11	26.8	3	7.3	26	63.4	12	29.3
Female	45	17.4	177	68.3	37	14.3	41	15.8	184	71.0	34	13.1

It is inferred from the above table that 9.8% of the Male B.Ed students have low, 63.4% of them have moderate and 26.8% of them have high level of psychological well-being. It is also inferred that 17.4% of

the female B.Ed students have low, 68.3% of them have moderate and 14.3% of them have high level of psychological well-being.

7.3% of the male B.Ed students have low, 63.4% of them have moderate and 29.3% of them have high level of teaching competency. It is also inferred that 15.8% of the Female B.Ed students have low, 71.0% of them have moderate and 13.1% of them have high level of teaching competency.

Ho1: There is no significant difference between male and female B.Ed students in their psychological well-being and teaching competency.

Table 2: Difference between male and female B.Ed students in their psychological well-being and teaching competency

Variable	Group	Mean	SD	't' Value	Remarks
Psychological well-being	Male	216.32	18.228	3.232	S
	Female	205.14	20.918		
Teaching competency	Male	179.46	15.630	3.071	S
	Female	170.57	17.464		

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

It is inferred from the above table that the calculated 't' value is greater than the table value (1.96) for df 298 at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is significant difference between male and female B.Ed students in their psychological well-being and teaching competency. While comparing the mean scores of male and female B.Ed students, the male B.Ed students have better psychological well-being and teaching competency than the female B.Ed students.

Ho2: There is no significant relationship between psychological well-being and teaching competency of B.Ed students.

Table 3: Relationship between psychological well-being and teaching competency of B.Ed students

Variables		Calculated 'r' value	Table 'r' value	Remarks
Psychological well-being	Teaching competency	0.694	0.113	S

It is inferred from the above table that the calculated 'r' value (0.694) is greater than the table value (0.113) at 0.05 level of significance. Hence the null hypothesis is rejected. This shows that there is significant relationship between psychological well-being and teaching competency of B.Ed students.

Findings of the Study

The major findings derived from the study are:

1. The level of psychological well-being and teaching competency of male and female B.Ed students are found to be moderate.
2. There is significant difference between male and female B.Ed students in their psychological well-being and teaching competency. The male students are better than the female students in their psychological well-being and teaching competency.
3. There is significant relationship between psychological well-being and teaching competency of B.Ed students.

Conclusion

Teachers should have positive attitude towards teaching and should take genuine interest in students and their welfare. So, it is essential for them to have positive mental health and feeling motivated to teach, they are more effective in their teaching and promote motivation and achievement among their students. Based on the objectives of the study investigator found that, the B.Ed students selected for the study had moderate level of psychological well-being and teaching competency. Hence the sample selected is confirmed to be normally distributed. The 't' test result reveals that, the male B.Ed students have higher psychological well-being than the female B.Ed students. This may be due to the fact that, male students naturally have the tendency to tackle any situations. They have more friends circle and always have a

rapport with others. This makes the male B.Ed students to have better psychological well-being than the female students. It also shows that, the male B.Ed students have higher teaching competency than the female students. This may be due to the fact that, Male students gather latest information through various Medias. This helps them to teach through new and innovative ideas. So, the male students have higher teaching competency than female students. Pearson product moment correlation test shows that there is significant relationship between psychological well-being and teaching competency of B.Ed students. From the result it is evident that psychological well-being and teaching competency are related. So it is necessary to improve the psychological well-being to have a better teaching competency.

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