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**ARULMIGU KALASALINGAM COLLEGE OF EDUCATION**

**(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale &  
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**“A STUDY ON THE ACHIEVEMENT OF B.ED FIRST YEAR STUDENT TEACHERS IN  
RELATION TO THEIR COGNITIVE STYLE”**

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<sup>1</sup>S.P. Abarajitha  
<sup>2</sup>Dr. M. Arockia Priscilla

### Abstract

The objective of the study was the achievement of B.Ed first year student teachers in relation to their cognitive style in Madurai District. The investigator uses stratified random sampling technique for collect 350 samples from B.Ed colleges in Madurai District. The investigator plans to undertake survey method as a technique for this study and she prepare the questionnaire which has 30 items with 5 points scale.

### Introduction

The present study is a survey in nature to find out “the achievement of B.Ed first year student teachers in relation to their cognitive style in Madurai District”. The investigator has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The finding and conclusion drawn from the data have been recorded in this study.

### Need for Study

Only the effective student teachers can explore the hidden capacities of the students and mould their behaviour into desirable directions. An effective student teacher proves himself as an instrument to meet the desired goals of education. The success of educational system revolves around abilities of the student teachers. In the present scenario the role of student teachers become very challenging, it has been felt and seen that the student teachers are not mentally sound and emotionally stable. Job security, facilities, incentives, exploitation, lack of positive attitude, decision making, working with associated members and cultural variations are such factors which are responsible for student teachers instability in the emotions which affect teaching and learning.

### Objectives of the Study

1. To find out the attitude of the first year B.Ed student teachers towards achievement in relation to their cognitive style is favorable and high.
2. To find out the cognitive style of the first year B.Ed student teachers is stable.
3. To find out the difference between attitude towards achievement in relation to the cognitive style among the first year B.Ed student teachers in terms of Gender.

### Hypotheses of the Study

1. The attitude of the first year B.Ed student teachers towards achievement in relation to their cognitive style is favorable and high.
2. The cognitive style of the first year B.Ed student teachers is stable.
3. There is significant difference between attitude towards achievement in relation to their cognitive style among the first year B.Ed student teachers in terms of Gender.

### Terms and Definitions

The data were collected from first year B.ED. student teachers from Madurai district.

### Methodology in Brief

The investigator uses stratified random sampling technique for collect 350 samples from B.ED colleges in Madurai District. The investigator plans to undertake survey method as a technique for this study. The investigator will prepare the questionnaire which has 30 items with 5 points scale.(Strongly agree, Agree, Undecided, Disagree, Strongly Disagree).

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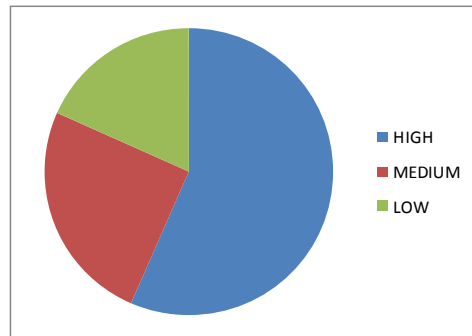
**Findings of the Study**

**Hypothesis 1**

There is high level of relation between cognitive style and their achievement among B.Ed. first year student-teachers.

**Table 1 Level of Relation between Cognitive Style and their Achievement**

S. No	Rating	Cognitive Level	No. of Students	% of Teachers
1.	1.5 to 2.00	High	198	56.57
2.	0.5 to 1.4	Medium	88	25.14
3.	Below 0.4	Low	64	18.28



**Figure 1 Shows Thelevel of Relation between Cognitive Style and their Achievement**

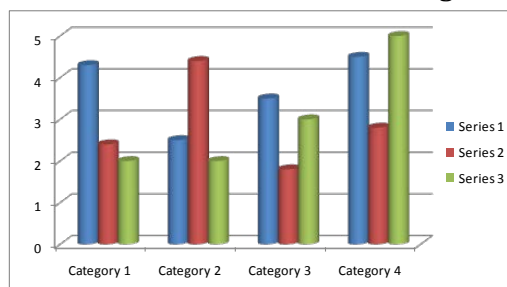
**Hypothesis 2**

There is no significant difference in the mean ratings of B.Ed First year student - teachers on cognitive style in terms of age.

**Table 2: Statistical Measures and Results of the Tests of Significance of Difference between the Mean Scores of Cognitive Style in Terms of Age**

S. No	Age	N	M	Sd	't'	Critical Value	Level of significance
1.	Below 20	260	3.00	0.452	6.121	1.960 for df 350 at 0.05 level	Significant
2.	Above 20	90	3.265	0.297			

**Figure 2 Graph Shows the Statistical Measures and Results of the Tests of significance of Difference between The Mean Scores of Cognitive Style in Terms of Age**



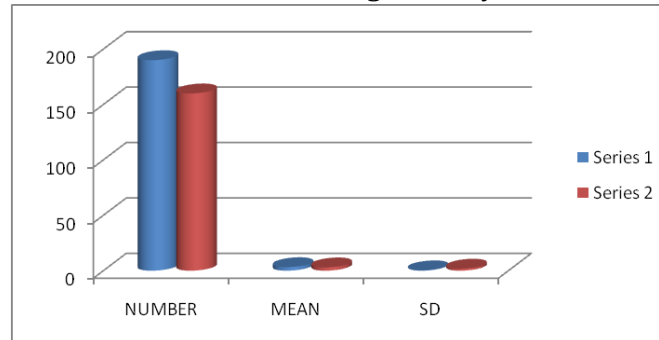
**Hypothesis 3**

There is no significant difference in the mean ratings of B.Ed First year student - teachers on cognitive style in terms of gender.

**Table 3: Statistical measures and Results of The Tests of Significance of Difference between The Mean Scores of Cognitive Style in Terms of Gender**

S. No	Gender	N	M	SD	't'	Critical Value	Level of Significance
1.	Female	190	3.168	0.324	4.71	1.960 for df 350 at 0.05 level	Significant
2.	Male	160	2.97	0.467			

**Figure 3 : Graph Shows the Statistical Measures and Results of The Tests of significance of difference between the Mean Scores of Cognitive Style in Terms of Gender**



### Hypothesis Verification

1. There is high level of relation between cognitive style and their achievement among B.Ed. first year student-teachers.
2. There is significant difference between the mean of B.Ed. first year student-teachers on cognitive style and their achievement in terms of age.
3. There is significant difference between the mean of B.Ed. first year student-teachers on cognitive style and their achievement in terms of gender.

### Educational Implications

It has been found that B.Ed. first year student – teachers are having cognitive style. The study has got an educational implication that cognitive style plays a vital role of student- teachers.

The study has shown that there were differences among B.Ed. first year student – teachers in their cognitive style in terms of marital status, medium of instruction, parental education status and using internet.

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**A STUDY ON COMMUNICATION SKILLS OF HIGHER SECONDARY SCHOOL  
TEACHERS IN MADURAI DISTRICT**

---

<sup>1</sup>S.K. Abhitha<sup>2</sup>R. Jamuna rani**Abstract**

The objective of the study was the level of communication skills among higher secondary school teachers in Madurai District. The Investigator uses stratified random sampling technique collected for 300 samples from higher secondary schools in Madurai District. The Investigator plans to undertake survey method as a technique for this study. The Investigator will prepare the questionnaire which has 40 items with 5 point scale. The result revealed that (a)There is significant difference in their communication skills among the higher secondary school teachers in terms of marital status.(b)There is significant difference in their communication skills among the higher secondary school teachers in terms of teaching experience.(c)There is significant difference in their communication skills among the higher secondary school teachers in terms of type of school.(d)

There is significant difference in their communication skills among the higher secondary school teachers in terms of academic qualification.

**Introduction**

The present study is a survey in nature to find out "A Study on Communication skills of higher secondary school teachers in Madurai district". The investigator in order to find out the study on communication skills among higher secondary school teachers in Madurai district, has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusion drawn from the data have been recorded in this study.

**Need for the Study**

According to the 1984 Committee on Science, Engineering and Public Policy, recent studies from employers have documented the fact that large numbers of young people graduate from higher secondary school lacking the essential basic educational skills. Among those basic skills are speaking and listening. Yet while "speaking and listening skills are probably the most widely used and least recognized skills essential to education" (Rhodes, 1987) schools that do not require courses in oral communications often are not their teachers utilizing these skills in the classes either.

The investigator has observed dissatisfaction with the educational quality of higher secondary school teachers" need for communications skills to be required with higher secondary school teachers.

**Objectives of the Study**

1. To find out the level of communication skill among higher secondary school teachers.
2. To find out the difference in their communication skills among the higher secondary school teachers in terms of marital status.
3. To find out the difference in their communication skills among the higher secondary school teachers in terms of type of school.
4. To find out the difference in their communication skills among the higher secondary school teachers in terms of academic qualification

---

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Madurai District, Tamilnadu



### Hypotheses of the Study

1. The communication skill among higher secondary school teachers is average.
2. There is significant difference in their communication skills among the higher secondary school teachers in terms of marital status.
3. There is significant difference in their communication skills among the higher secondary school teachers in terms of type of school.
4. There is significant difference in their communication skills among the higher secondary school teachers in terms of academic qualification.

### Methodology in Brief

The Investigator uses stratified random sampling technique collected for 300 samples from higher secondary schools in Madurai District. The Investigator plans to undertake survey method as a technique for this study. The Investigator will prepare the questionnaire which has 40 items with 5 point scale.

### Findings of the Study

#### Hypothesis 1

- There is high level of correlation among higher secondary schools based on their communication skills.

**Table 1 Percentage analysis for the higher secondary school teachers communication skill**

S. No	Description	No. of Students	% of Students
1.	High	166	55.33
2.	Moderate	84	28
3.	Low	50	16.77

55.33% of teachers at higher secondary level are having high level of communication skill.

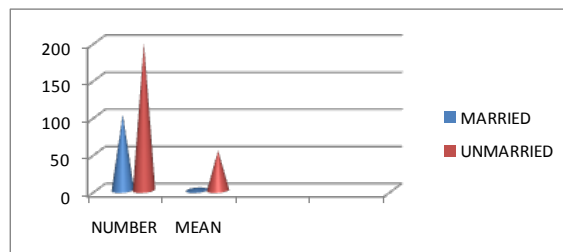
#### Hypothesis 2

There is significant difference in their communication skills among the higher secondary school teachers in terms of marital status.

**Table 2 The Mean Scores of Higher Secondary School Teachers in Terms of Marital Status**

Variable	Sub Variables	N	Mean	Sd	't' Value	Significance at 0.05 Level
Marital status	Married	102	48.09	12.10	2.77	Significant
	Unmarried	198	53.02	11.61		

The mean scores of communication skill among higher secondary teachers in terms of marital status.



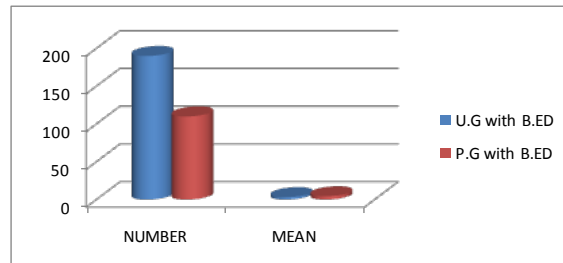
#### Hypothesis 3

There is significant difference in their communication skills among the higher secondary school teachers in terms of their academic qualification.

**Table 3 The mean score of higher secondary school teachers in terms of academic qualification**

Variable	Sub Variables	N	Mean	Sd	't' value	Significance at 0.05 Level
Academic Qualification	U.G with B.ED	190	3.168	0.324	4.01	Significant
	P.G with B.ED	110	2.37	0.437		

Graph shows the mean scores of communication skill among higher secondary teachers in terms of academic qualification



#### Hypothesis 4

There is significant difference in their communication skills among the higher secondary school teachers in terms of their type of school.

**Table 4 The mean scores of higher secondary school teachers in terms of their type of school**

Variable	Sub Variables	N	Mean	SD	't' Value	Significance at 0.05 Level
Type of school	Government	237	60.42	4.64	1.02	Not Significant
	Government Aided	6	60.83	4.26		
	Government	237	60.42	4.64	1.99	Significant
	Private (CBSE / ISSE )	57	61.05	4.74		
	Government Aided	6	60.83	4.26	2.3	Significant
	Private (CBSE / Isse )	57	61.05	4.77		

#### Hypothesis Verification

1. There is significant difference in their level of communication skills among the higher secondary school teachers.
2. There is significant difference in their communication skills among the higher secondary school teachers in terms of marital status.
3. There is significant difference in their communication skills among the higher secondary school teachers in terms of their academic qualification.
4. There is significant difference in their communication skills among the higher secondary school teachers in terms of their type of school.

#### Educational Implications

A profession is calling and it implies acquisition of a fund of knowledge, range of skills and their application in the service of humanity. The higher secondary school teachers 90% of them are having B.Ed qualifications. 42% of them are having M.Ed qualifications. The study has revealed that higher secondary school teachers have professional development in all aspects only 50 %. It has revealed that a majority of them remain unaware of their professional competencies. The higher secondary school teachers are uniform in communication skill in terms of gender, age, teaching experience and subject. But there is difference in their marital status, academic qualification and type of school. The personal variables are not a deciding factor in the communication skill among higher secondary school teachers in Madurai.

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**A STUDY ON SMART PHONE USAGE AMONG SCHOOL GOING YOUNG ADULT**

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<sup>1</sup>V. Anushya  
<sup>2</sup>Dr. M. Arockia Priscilla

**Abstract**

The title of the study is A study on smartphone usage among school going young adult. The main objective of the study was to examine the use of mobile phones to fulfill communication, media and age-related needs by young people in India and to investigate regional and gender differences. The study was conducted in two phases using a mixed-methods approach. In the first phase, in-depth interviews were conducted with 30 school-going young adults (12 – 18 years) in Madurai in December 2019 and January 2020. In the second phase, a survey was conducted with 300 school-going young adults (12 – 18 years) in Madurai district.

**Introduction**

The present study is a survey in nature to find out “**SMART PHONE USAGE AMONG SCHOOL GOING YOUNG ADULT**”. The investigator in order to find out the usage of mobile phones among higher secondary students has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusion drawn from the data have been recorded in this study.

**Need for study**

There has been tremendous growth in the use of the mobile phones in India. It is reported that the India’s telecommunication market is the second largest in the world. The mobile phones are available to the people right from the age of 12 years. The mobile phones are also used to overcome the feeling of loneliness. The majority of the users are in the age group of 12 to 25 years. The contacts are established instantly with the help of mobile phones which was not possible earlier. However, though the mobile phone provided many advantages, it has also caused some problems also. Some people are using the mobile phones so excessively that it assumes the form of addiction. The use of mobile phones has reduced the face to face communication. It is observed that the people sending text messages while talking to others. Even the visitors, guests are kept waiting till the mobile phone use is over. The students are using mobile phones for playing games, sending messages, calling even when the class is in progress. The mobile phones are used at places like hospitals, judicial courts, petrol pumps where their use is banned. The mobile phone use during driving is commonly observed which may increase the chances of involving in accidents. The use of mobile phone while driving can distract attention of the driver visually, physically and cognitively. Earlier studies have shown that various personality traits like neuroticism, extraversion, psychoticism, etc. and mobile use have some relation to each other. The gender may also play some role in high mobile phone use. The provision of the additional features like internet, music, radio, etc. may be resulting in excessive use of mobile phones. It is, therefore, thought to study the various aspects of mobile phone use including gender role.

**Objectives of the Study**

- To study the mobile phone usage among school-going adults in Madurai district.
- To study the gender differences in mobile phone usage among school-going adults in Madurai district.
- To understand the behavior pattern of cell phone usage among teens and young adults.

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- To identify the various factors influencing the teens and young adults to use mobile phones.
- To examine the impact of mobile phone usage on parent- children relationship.
- To study the impact of mobile phone usage on teens and young adults education.
- To suggest measure to proper usage of mobile phones among teens and young adults to use mobile phones.

### Hypotheses of the Study

- There is no significant difference in smart phone usage among school going young adults in Madurai district in terms of achievements in English.
- There is no significant difference in mobile phone usage among school-going adults in Madurai district in terms of gender.
- There is no significant difference in cell phone usage among teens and young adults in Madurai district in terms of their parent's educational status.
- There is no significant difference in cell phone usage among teens and young adults in Madurai district in terms of their economical status.
- There is no significant difference in cell phone usage among teens and young adults in Madurai district in terms of the type of schools.

### Methodology – in Brief

This research is about usage of mobile phones and how teens and young adults make use of it. To find the factors that influence on parent and child relationship.

- **Research Design**

Descriptive research design has been used for the study.

### Findings of the Study

Hypothesis 1: There is no significant difference in smart phone usage among school going young adults in Madurai district in terms of achievements in English.

**Table 1**

The coefficient of the smart phone usage among school going young adults towards English is zero and its not statistically significant among XI standard students in Madurai District in general.

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
The smart phone usage among school going young adults	225	61.473	18.126	0.9475	1.980	224	0.05
Achievements In English	225	60.706	17.514				

### Hypothesis 2

**Table 2**

The coefficient of the smart phone usage among school going young adults towards English and achievement in English is zero and it is not statistically significant among XI Standard boys.

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
The smart phone usage among school going young adults	120	64.49	16.99	0.939424	1.951	119	N.S.
Achievement In English	120	63.44	16.87				

### Hypothesis 3

**Table 3**

The coefficient of the smart phone usage among school going young adults towards English and achievement in English is zero and it is not statistically significant among XI Standard girls.

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
The smart phone usage among school going young adults	105	57.895	18.806	0.9529	0.565	104	N.S
Achievement In English	105	57.580	17.791				

### Hypothesis Verification

- There is no significant difference in smart phone usage among school going young adults in Madurai district in terms of achievements in English.
- There is no significant difference in mobile phone usage among school-going adults in Madurai district in terms of gender.
- There is no significant difference in cell phone usage among teens and young adults in Madurai district in terms of their parent's educational status.

### Educational Implication

The students have shown that their smart phone usage among school going young adults are higher than their achievements. Further it is evident that the students of literate parents and students with income up to Rs. 5000 have higher the smart phone usage among school going young adults than achievements in English. The students' attitudes should be sustained by the factors such as school, curriculum transaction methods and so on. The girls of XI standard have high attitudes towards English. The boys should develop attitudes towards English. The students of Govt. Aided schools are having high the smart phone usage among school going young adults than the students of other types. They should also be given orientation to develop positive attitudes towards English.

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**A STUDY ON TEACHING APTITUDE IN RELATION TO SELF-CONCEPT  
AMONG STUDENT TEACHERS**

---

<sup>1</sup>M. Ayesha Begum

<sup>2</sup>K. Murugeswari

### Abstract

This study examined the relevance of teaching aptitude and self concept of student teachers in relation to the background variable, gender, A standardised tool was used for assessing teaching aptitude of 100 student teachers from madurai district, Tamil nadu. Simple random sampling method was adopted for obtaining the data and also framed the suitable hypotheses also. The results showed that the teaching aptitude on self concept of student teachers was correlated with reference to gender.

### Introduction

The present study is a survey in nature to find out "A study on Teaching Aptitude In Relation To self-concept Among student Teacher". The investigator in order to find out a study on teaching aptitude in relation to self-concept among student teacher has developed and validate a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusion drawn from the data have been recorded in this study.

### Need for study

To be an effective teacher one should know his own teaching aptitude. Teaching Aptitude one's interested in teaching. An Aptitude is generally thought of as an ability to acquire a specific type of skill or knowledge. In It's original, broad definition aptitude means aptness, inclination, tendency, propensity, predisposition, fitness, or suitability for performance in some situation, usually involving formal or informal learning. Thus for selection student teachers for teacher education institution it is essential to have an aptitude test. Not many studies have been conducted regarding teaching competency and teaching aptitude and its effect on performance during teacher training, particularly at elementary level. Hence, this attempt has been made to study the student teachers teaching aptitude and self-concept. Hence, to study the teaching aptitude among prospective teachers on self-concept in the proposed study is very much needed and is quit justified.

### Objectives of the study

The main objectives of the study are as follows,

1. To find out the level of teaching aptitude of student teachers with respect to background variable such as gender.
2. To find out of the level of self-concept of student teachers with respect to background variables such as gender.

### Hypothesis of the Study

1. There is no significant difference in the teaching aptitude of student teachers with regard to gender.
2. To find out whether there is any significant relationship between teaching aptitude and self-concept of student teachers.
  - i. There is no significant relationship between teaching aptitude and self-concept of student teachers.
  - ii. There is no significant difference in the self-concept of student teachers with regard to gender.

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## Terms and Definitions

- Teaching Aptitude refers to the student teachers natural ability to teach.
- Self-Concept refers to how student teacher thinks about, evaluate or perceives themselves.

## Methodology

The investigator has randomly selected 275 B.Ed. student teachers from madurai district, those who are studying B. Ed colleges affiliate to Tamilnadu Teachers Education university, Chennai. The researcher used the standardised scale of teaching aptitude and self concept tool developed and validated by the investigator for the collection of data.

## Finding of the Study

### Hypothesis 1

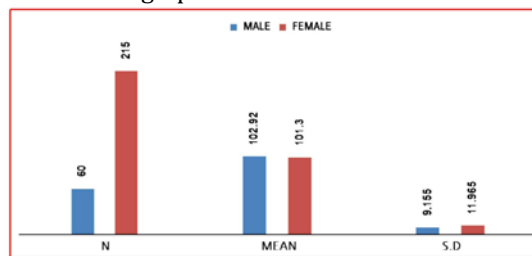
There is no significant difference in the Teaching Aptitude of Student teachers with regard to gender.

**Table 1 Difference in the Teaching Aptitude of student teachers with regard to gender**

Variable	Gender	N	Mean	SD	t-value	Remarks
Teaching Aptitude	Male	60	102.92	9.155	0.969	NS
	Female	215	101.30	11.965		

(Table value for df 273 at 0.05 level = 1.97, NS-Not Significant)

It is inferred from the above table that the calculated 't' value (0.969) is lesser than the table value (1.97) for df 273 at 0.05 level of significance. Hence the null hypothesis is **accepted**. This shows that there is no significant difference in the Teaching Aptitude of student teachers with regard to gender.



### Hypothesis 2

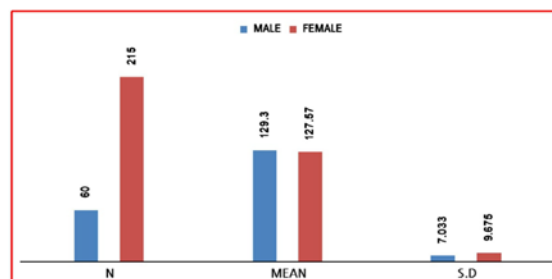
There is no significant difference in the self-concept of student teachers with regard to gender.

**Table 2 Difference in the Self-concept of Student teachers with regard to Gender**

Variable	Gender	N	Mean	SD	t-value	Remarks
Self-concept	Male	60	129.30	7.033	1.294	NS
	Female	215	127.57	9.675		

(Table value for df 273 at 0.05 level = 1.97, NS-Not Significant)

It is inferred from the above table that the calculated 't' value (1.294) is lesser than the table value (1.97) for df 273 at 0.05 level of significance. Hence the null hypothesis is **accepted**. This shows that there is no significant difference in the self-concept of student teachers with regard to gender.





### Hypothesis 3

There is no significant relationship between Teaching Aptitude and self-concept of student teachers.

**Table 3 Relationship between Teaching Aptitude and Self-concept of Student Teachers**

Variables		Calculated 'r' value	Table 'r' Value	Remarks
Teaching Aptitude	Self- concept	0.646	0.113	S

(S-Significant)

It is inferred from the above table that the calculated 'r' value (0.646) 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 Teaching Aptitude and Self-concept of student teachers.

### Hypothesis Verification

- **Teaching Aptitude** - There is no significant difference in the Teaching Aptitude of student teachers with regard to gender.
- **Self-Concept** - There is no significant difference in the self-concept of student teachers with regard to gender. Relationship Analysis - There is significant relationship between Teaching Aptitude and Self-concept of student teachers.

### Educational Implication

Irrespective of the background variables, the student teachers selected for the study had moderate level of teaching aptitude and self-concept. Hence the sample selected is confirmed to be normally distributed.

The 't' test result reveals that, PG student teachers have higher Teaching Aptitude than the UG student teachers. This may be due to, the experience gathered by the PG students are higher than the UG students. So the PG students have better teaching aptitude than the UG students. There is significant association between Age and Teaching Aptitude of student teachers. It is obvious that when the age increases the teaching level also increases. So there is an association found between age and teaching aptitude of the students teachers. They develop self concept in their children from the early stage. There is significant relationship between Teaching Aptitude and Self-concept have a relationship.

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**AWARENESS OF HEALTH AND HYGIENE AMONG B. ED STUDENTS  
IN MADURAI DISTRICT, TAMIL NADU**

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<sup>2</sup>L. Dhivya

### Abstract

Health through education had been of great concern during ancient times and so also in modern times in all the civilized nations of the world. Health is very important for human life. Wealth without health is of no use in our life. A sound mind is housed in a healthy body. The main objective of this study was to find out the significance level among students in awareness of health and hygiene at B.Ed. college level with reference to male and female; joint and nuclear family; participate and non participate cultural programme and; day scholar and hosteller. There were 7 colleges selected in Madurai District for this study. In this study Arithmetic Mean, Standard Deviations test and ANOVA test were used as statistical techniques for interpreting the data. The computed 't' value between boys and girls students was 0.831 which less than table value 1.96 at 0.05 level, hence there is no significant difference. the computed 't' value between joint and nuclear family students was 2.227 which higher than table value 1.96 at 0.05 level, hence there is significant difference.

### Introduction

Education is ever widening concept. It was old as the human race. Even the drawn of civilization man directly or indirectly has been trying to 'educate' him in order to meet with the changing demands of the life. In fact, he has succeeded in distinguishing himself from other animals only by virtue of education. During the course of time education fashion and models man to become fit for society.

### Need for study

Today many diseases are attacked to the people in the world. The peoples does not know how does take care of health and not known the meaning of hygiene. If we will give the awareness about health and hygiene, they will follow them and can avoid diseases. If we know the awareness of health and hygiene, then we can avoid attacking many diseases in B.Ed. students. Thus, this study has been taken.

### Objectives

1. To find out the significance among male and female students
2. To find out the significance among joint and nuclear family students
3. To find out the significance among participate and non participate cultural programmes students
4. To find out the significance among day scholar and hostel students

### Hypothesis

1. There is no significant difference between Boys and Girls students in awareness of health and hygiene at B.Ed. college level.
2. There is no significant difference between Joint and Nuclear family students in awareness of health and hygiene at B.Ed. college level.
3. There is no significant difference between Participate and Not participate cultural programme students in awareness of health and hygiene at B.Ed. college level.
4. There is no significant difference between Day Scholar students and Hostel students in awareness of health and hygiene at B.Ed. college level.

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### Terms and Definitions

The term education usually denotes the technical sense and is generally limited to the context of teachers instructing students. I have quoted some thinkers here to draw out the right meaning of Education.

“In its broad sense, education refers to 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, through colleges, colleges, universities, and other institutions, deliberately transmits its cultural heritage—its accumulated knowledge, values, and skills—from one generation to another.” - George F. Kneller

T. Rayment defined the education as that process of development which consist the passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment. Kant defined the education as the development is the individual of all the perfection of which he is capable. Socrates defined the education as the bringing out of the ideas of universal validity which are latent in the mind of every man. R.N. Tagore defined the education as to enable the child to find out ultimate truth making its won and giving expression to it”

### Methodology in Brief

There were 7 colleges selected in Madurai District for this study. Personal data form prepared by the investigator and survey and questioner method was used in this study which consists of 50 statements. Each item has three alternative answers such as Strongly Agreed, Agreed, and Disagreed. There is positive and negative statement in the questioner. It has been formulated in both Tamil and English. In this study Arithmetic Mean, Standard Deviations test and ANOVA test were used as statistical techniques for interpreting the data.

### Research Finding

The table 1 shows that the computed ‘t’ value 0.831 is less than table value 1.96 at 0.05 level. Consequently, the null hypothesis is to be accepted. Hence it can be said that there is no significant difference between boys and girls students in awareness of health and hygiene at B.Ed. college level. When we compare the mean scores, male students are better than the female students in awareness of health and hygiene. The table 2 shows that the computed ‘t’ value 2.227 is greater than table value 1.96 at 0.05 level. Consequently, the null hypothesis is to be rejected. Hence it can be said that there is significant difference between joint and nuclear family students in awareness of health and hygiene at B.Ed. college level. When we compare the mean scores, joint family students are better than the nuclear students in awareness of health and hygiene.

The table 3 shows that the computed ‘t’ value 3.669 greater than table value 1.96 at 0.05 level. Consequently, the null hypothesis is to be rejected. Hence it can be said that there is significant difference between participate and not participate cultural programme students study students in awareness of health and hygiene at B.Ed. college level. When we compare the mean scores, not participate in cultural programme students are better than the participate in cultural programme students in awareness of health and hygiene. The table 4 shows that the computed ‘t’ value 4.189 is greater than table value 1.96 at 0.05 level. Consequently, the null hypothesis is to be rejected. Hence it can be said that there is significant difference between day scholar and hostel students in awareness of health and hygiene at B.Ed. college level. When we compare the mean scores, hostel students are better than the day scholar students in awareness of health and hygiene.

### Hypothesis 1

There is no significant difference between boys and girls students in awareness of health and hygiene at B.Ed. college level.

**Table 1 Difference between boys and girls students in awareness of health and hygiene**

Gender	N	Mean	Standard deviation	Calculated ‘t’ value	Table ‘t’ value at 5% level	Remarks
Male	151	86.62	13.67	0.831	1.96	Not Significant
Female	149	85.34	12.84			

### Hypothesis 2

There is no significant difference between Joint and Nuclear family students in awareness of health and hygiene at B.Ed. college level.

**Table 2 Difference between joint and nuclear family students in awareness of health and hygiene**

Type of Family	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Joint	123	88.02	13.53	2.227	1.96	Significant
Nuclear	177	84.57	12.92			

### Hypothesis 3

There is no significant difference between Participate and Not participate cultural programme students in awareness of health and hygiene at B.Ed. college level.

**Table 3 Difference between Participate and not Participate Cultural Programme Students in Awareness of Health and Hygiene**

Cultural Programme	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Participate	90	81.78	13.90	3.669	1.96	Significant
Not Participate	210	87.79	12.59			

### Hypothesis 4

There is no significant difference between Day Scholar students and Hostel students in awareness of health and hygiene at B.Ed. college level.

**Table 4 Difference between day scholar and hostel students in awareness of health and hygiene**

Residence	N	Mean	Standard deviation	Calculated 't' value	Table 't' value at 5% level	Remarks
Day Scholar	120	82.16	13.56	4.189	1.96	Significant
Hostel	180	88.53	12.45			

### Hypothesis Verification

- There is significant difference between joint and nuclear family students in awareness of health and hygiene. In Joint family, each and every person advised how to maintain health and take the healthy food. Students learn more about the health and hygiene from their family members. So the joint family students have more knowledge about awareness of health and hygiene.
- There is significant differences between participate and not participate cultural programme students in awareness of health and hygiene. Not Participate cultural students spent more times to their home. At that time they are learned about health and hygiene from family members and take food in correct time. So the not participate students have more knowledge about awareness of health and hygiene.
- There is significant difference between day scholar and hostel students in awareness of health and hygiene. All hostels are strictly followed some rules based upon the health and hygiene and some instructions given about the taking the good food. So hostel students have more knowledge about awareness of health and hygiene.

### Educational Implications

1. Colleges should motivate and given the importance to both health and hygiene of the students.
2. All parents give the cooperative to their children to know health and hygiene.
3. Many health and hygiene books are kept in college library and daily they should allow studying the books.
4. Colleges must be conducted many seminars and conferences and parents meetings about health and hygiene.

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**RELATIONSHIP BETWEEN SOCIAL INTELLIGENCE AND  
ACHIEVEMENT IN HIGH SCHOOL STUDENTS**

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<sup>1</sup>S. Geetha  
<sup>2</sup>G. Revathi

**Abstract**

The present study intended to find out the level of Social Intelligence and Achievement in English among Higher Secondary School Students at Madurai. This study belongs to Survey Method. The size of the sample in the study was 300 Higher Secondary School Students who were selected through Random Sampling Technique. The Statistical techniques used in this study were Mean, Standard deviation, t' test and Correlation to analyse the data. It was inferred that there is significant relationship between Social Intelligence and Achievement in English among selected High School Students.

**Introduction**

Education is a deliberate, conscious as well as a dynamic process, which enables individual to develop, adjust and adapt to accelerate change. Thus, education contributes to the all-round development of the individual's personality with various dimensions. Education is not a narrow but a wider concept which takes into its orbit not only individual development but also the social development through effective process of Human Resource Development. Education develops the personality of the individuals by giving many opportunities to realize their potentials. It creates awareness such as Health awareness, Environment awareness, Economic awareness, Social awareness, Political awareness, Consumer awareness and scientific awareness.

**Significance of the study**

Education is a product of experience. It is the process by which and through which the Experience of The race i.e. knowledge, skills and attitude of transmitted the members of the community. Education is the process of helping the child to adjust to this changing world. Education is an Attempt to develop the man. Education today is the foundation on which the pillars of modern Society rest .According to Weltontames, "education is an attempt on the part of the adult members of the human society to shape the development of the coming generation in accordance with its own ideals of life". Achievement in high school is a turning point in an individual's in life.

Therefore intelligence and achievement are very closely related. Achievement refers to the knowledge attained or skills developed in the school subject usually designed by test scores or by marks assigned teachers. Achievement of the student depends upon many factors. Socially intelligence is one of the factors. Thus factors are positive. It will level the students towards better achievement. Therefore the investiture wants to know the relationship between the social intelligence and in of achievement in high school students.

**Objectives of the Study**

The Research Project was designed in response with following objectives to be kept in preview.

1. To find out the significance of difference, if any between the male and female students with reference to their Academic achievement and Social Intelligence.
2. To find out the significance of difference, if any between the rural and urban school students with reference to their Academic achievement and Social Intelligence.
3. To find out the significance of difference, if any between the government, aided and unaided school students with reference to their Academic achievement and Social Intelligence.
4. To find out the significance of association, if any among Academic achievement and Social Intelligence

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### Hypotheses of the Study

The hypotheses of the present study are as follows

1. There is no significance of difference between the male and female students with reference to their Academic achievement and Social Intelligence.
2. There is no significance of difference between the rural and urban school students with reference to their Academic achievement and Social Intelligence.
3. There is no significance of difference between the government, aided and unaided school students with reference to their Academic achievement and Social Intelligence.
4. There is no significance of association among Academic achievement and Social Intelligence.

### Methodology for Study

The investigator has adopted survey method of research to find out the “**Relationship Between Social Intelligence and Achievement in high school students**”.

### Survey Method

Survey method is mostly devoted to the study characteristics of the populations under investigations. This type of research has the advantage of greater scope in the sense that a large volume of information can be collected from a very large population. Survey method involves interpretation, comparison, measurement, classification, evaluation, generalization, all direct towards a proper understanding and solution of significant educational problems.

### Finding of the Study

#### Hypothesis 1

There will be a significant mean score difference towards social intelligence between gender among high school students.

**Table 1**

Frequency and percentage difference towards social intelligence between gender among high school students.

Gender	Low		Moderate		High		Total
	N	%	N	%	N	%	
Male	3	2	30	20	117	78	150
Female	0	0	36	24	114	76	150

**From the above table 1** that amid the male students, 78% of them have high Level and 20% of them have low level in Social intelligence. Similarly, amid the female students, 76% of them have high Level and 24% of them have low level in social intelligence.

**Table 1.1 't' values towards social intelligence between gender among High school**

Gender	Number	Mean	S.D	df	t value	p - value	Remarks
Male	150	2.76	0.473	300	0.93	0.17	Not significant
Female	150	2.76	0.428				

**(at 0.05 significant level the table value of 't' is 1.64)**

**From the table 1** the calculated value (0.93) is less than the table value of 't' (1.64), the null hypothesis is accepted. It is inferred from the above table that there is no significant difference towards social intelligence between gender among high school students.

#### Hypothesis 2

There will be a significant mean score difference towards social intelligence between location of the school among high school students.

**Table 2**

Frequency and percentage difference towards social intelligence between location of the school among high school students.

Location of School	Low		Moderate		High		Total
	N	%	N	%	N	%	
Urban	2	1.33	34	22.67	114	76	150
Rural	1	0.67	32	21.33	117	78	150

From the table 2 that amid the urban school students, 76% of them have high level, 22.67% of them have moderate level and 1.33% of them have low level in social intelligence. Similarly, amid the rural school students, 78% of them have high level, 21.33% of them have moderate Level and 0.67% of them have low level in socialintelligence.

**Table 2.1 't' values towards social intelligence between location of the school among high school students**

Location of the School	N	Mean	S.D	df	t value	p-value	Remarks
Urban	150	2.74	0.46	300	0.80	0.21	Not Significant
Rural	150	2.77	0.43				

(at 0.05 significant level the table value of 't' is 1.64)

From the table 3 the calculated value (0.80) is less than the table value of 't' (1.64), the null hypothesis is accepted. It is inferred from the above table that there is no significant difference towards social intelligence between location of the school among high school students.

### Hypothesis 3

There will be a significant difference towards social intelligence between the types of school among high school students.

**Table 3 Means score difference towards social intelligence between the types of school among high school students**

Variable	Type of School	N	Mean	Std. Deviation
Social Intelligence	Government	98	2.78	0.436
	Aided	111	2.79	0.407
	Private School	91	2.69	0.509
	Total	300	2.76	0.450

The table3 concluded that the mean value of government school is 2.78 whereas the mean value of aided school students is 2.79, the mean value of private school students is 2.69. The result inferred that the mean value for aided school students is better thanothers.

**Table 3.1 F-ratio towards social intelligence between the types of school among high school students**

Source of Variance	df	Sum Square	Mean Square	F	Remarks
Between Group	2	0.601	0.301	1.49	Not Significant
With in group	297	60.119	0.202		

The table3.1 concluded that the calculated value of "F" (1.49) is less than the table value of "F" (0.05) which holds 3.04, the Null hypothesis is accepted .It is inferred from the above table that there is no significant difference towards social intelligence between the types of school among high school students.

Correlation(r) value between social intelligence and achievement in English among High school students

Variable	N	r- value	Sig.
Social Intelligence	300	0.460	Significant At 0.05 level
Academic Achievement in English			



H0 –There is no significance of association among Academic achievement and Social Intelligence. From the above table, it is clear that Academic achievement and Social Intelligence( $r = 0.460$ ) moderately correlated in the positive side. Thus the null hypothesis is rejected.

### Education Implication

It is a fact that students are using Social Intelligences with or without the awareness. So find the most dominant component of Social Intelligences inherited in a student by the use of these standardized tests. Then encourage the student to practice the fields in which he has to use the most dominant component of Social Intelligences. This helps him to become an expert in the corresponding field. Also it will be very good if Tamilnadu school syllabus is to be reconstructed so that more activities based on the inculcation of different Social Intelligences become possible. The study shows that the govt. school students in high school level have more interpersonal intelligence than private school students. So programs should be conducted for inculcating interpersonal intelligence among private school students also. Various community programs like interschool debates, interschool seminars and state seminars are to be implemented in private schools and encourage the students to participate in these. This is an age of specialization. The world around is looking for students having special abilities. A separate curriculum can be constructed for motivating those students who are interested in the selected components of social Intelligences. By this the growth of special qualities in students can be improved

### Suggestions for Further Research

1. A similar study can be done by including all other components of Social intelligence
2. A study can be conducted for finding the effectiveness of Social Intelligences on achievement in English as an experimental study.
3. A study on the relationship between Social Intelligences and achievement in English can be done by taking a large sample.
4. A study on the relationship between Social Intelligences and achievement in English can be done in different subjects also.
5. A study on the relationship between Social Intelligences and achievement in English can be done by taking a sample of primary school students or upper primary school students or in higher secondary school students.

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**HOME ENVIRONMENT AND ACHIEVEMENT IN BIOLOGICAL SCIENCE  
AMONG THE HIGHER SECONDARY STUDENTS**

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<sup>1</sup>R. Indira  
<sup>2</sup>C. Meenambal

### Abstract

The objective of the study is to find out whether there exists a significant relationship between the home environment and the academic achievement in Biological Science among the Higher Secondary students in Madurai. The investigator uses stratified random sampling technique to collect 300 samples from higher secondary school students in Madurai district. The investigator will prepare the questionnaire which has 50 items with 5 point scale. The result revealed that 1. There is no significant difference between the home environment and academic achievement in biological science among higher secondary students with respect to joint family and nuclear family in rural area. 2. There is no significant difference between the home environment and academic achievement with respect to Joint and single parent family in rural area. 3. There is no significant difference between the home environment and academic achievement with respect to Nuclear and single parent family in rural area. 4. There is no significant difference between the home environment and academic achievement with respect to Joint family and Nuclear family in urban area.

### Introduction

The present study is a survey to find out "Home Environment and Achievement in Biological Science among the Higher Secondary students". The investigator in order to find out the Home Environment and Achievement in Biological Science among the Higher Secondary students has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data was collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusions drawn from the data have been recorded in this study.

### Need for the Study

The main purpose of this study is to investigate the home environment and students' academic achievement in Biology at higher secondary school level in Madurai, Tamil Nadu State. The present study is the eye opener for the teachers, administrator and equally educational planners, that a healthy home environment is the prime factor for a good academic achievement. The research showed that, students from poor home environment have a lower academic achievement compared to students from good home environment.

### Objectives of the Study

1. To determine the Academic Achievement of higher secondary school students in Biology in Madurai.
2. To determine the factors influencing achievement habits of higher secondary school students in Biology in Madurai.
3. To investigate the academic achievement of higher secondary school students in Biology in Madurai.
4. To examine the correlation between Home environment and achievement of higher secondary school students in Madurai.

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### Hypotheses of the study

The following hypotheses were formulated for the study at 5% level of significance.

1. There is no significant difference between the home environment and academic achievement in biological science among higher secondary students with respect to joint family and nuclear family in rural area.
2. There is no significant difference between the home environment and academic achievement with respect to Joint and single parent family in rural area.
3. There is no significant difference between the home environment and academic achievement with respect to Nuclear and single parent family in rural area.
4. There is no significant difference between the home environment and academic achievement with respect to Joint family and Nuclear family in urban area.

### Methodology in brief

The investigator uses stratified random sampling technique to collect 300 samples from higher secondary school students in Madurai district. The investigator plans to undertake survey method as a technique for this study. The investigator will prepare the questionnaire which has 50 items with 5 point scale.

### Findings of the Study

#### Hypothesis 1

There is no significant difference between the home environment and academic achievement in biological science among higher secondary students with respect to joint family and nuclear family in rural area.

**Table 1**

The table shows the 't'- test for the mean scores of home environment and academic achievement with respect to joint family and nuclear family in rural area.

Variables	N	Mean	S.D	't'	Critical value	Level of significance
Joint Family	68	113.59	5.790	29.89	1.980 for df of 106	Significant at 0.05 level
Nuclear Family	40	144.35	4.758			

The above table reveals that the calculated 't' value 29.890 is greater than the critical value of 1.980 for df of 106 at 0.05 level of significance in the home environment and academic achievement. Therefore the null hypothesis 1 stated is rejected.

#### Hypothesis 2

There is no significant difference between the home environment and academic achievement with respect to Joint and single parent family in rural area.

**Table 2**

The table shows the mean scores of home environment and academic achievement with respect to joint and single parent family in rural area.

Variables	N	Mean	S.D	't' Value	Critical Value	Level of significance
Rural Joint family	68	113.588	5.79	31.964	1.980 for df of 108	Significant at 0.05 level
Rural Single parent family	42	150.928	6.05			

The above table reveals that the calculated 't' value 31.964 is greater than that of the tabulated 't' value at 0.05 level of significance in the home environment and academic achievement. Therefore the null hypothesis 2 stated is rejected.

### Hypothesis 3

There is no significant difference between the home environment and academic achievement with respect to Nuclear and single parent family in rural area.

**Table 3**

The table shows the 't'- test for the mean scores of home environment and academic achievement with respect to nuclear and single parent family in rural area.

Variables	N	Mean	S.D	"t"	Critical value	Level of significance
Rural Nuclear Family	40	144.35	4.758	5.486	1.980 for df of 80	Significant at 0.05 level
Rural Single Parent Family	42	150.928	6.050			

The above table reveals that the calculated 't' value 5.486 is greater than that of the tabulated 't' value at 0.05 level of significance in the home environment and academic achievement. Therefore the null hypothesis 3 stated is rejected.

### Hypothesis 4

There is no significant difference between the home environment and academic achievement with respect to Joint family and Nuclear family in urban area.

**Table 4**

The table shows the 't'- test for the mean scores of home environment and academic achievement with respect to joint family and nuclear family in urban area.

Variables	N	Mean	S.D	't' Value	Critical value	Level of significance
Urban Joint Family	40	125.85	3.819	75.062	1.980 for df of 96	Significant at 0.05 level
Urban Nuclear Family	58	191.27	4.785			

The above table 4 reveals that the calculated 't' value 75.062 is greater than that of the tabulated 't' value at 0.05 level of significance in the home environment and academic achievement. Therefore the null hypothesis 4 is rejected.

### Hypothesis verification

1. There is no significant difference between the home environment and academic achievement in biological science among higher secondary students with respect to joint family and nuclear family in rural area.
2. There is no significant difference between the home environment and academic achievement with respect to Joint and single parent family in rural area.
3. There is no significant difference between the home environment and academic achievement with respect to Nuclear and single parent family in rural area.
4. There is no significant difference between the home environment and academic achievement with respect to Joint family and Nuclear family in urban area.

### Educational Implications

A research activity in specific area is just the beginning of the exploration of the unidentified treasures in that area. Therefore the present study has opened up new horizons in the home environment such as family status, locality, siblings, learning situation in home, guidance, reinforcements, updating extra-curricular activities and family members support. May the parents concerned have a look at the present environments of the home and restructure it on the basis of the demands raised by their children.

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**A STUDY OF AN ATTITUDE TOWARDS LIFE SKILL EDUCATION FOR  
B.ED STUDENT-TEACHERS IN MADURAI**

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<sup>1</sup>S. Jainabooammal  
<sup>2</sup>Dr. M. Arockia Priscilla

### **Abstract**

The objective of the study the attitude towards life skill education for B.Ed student-teacher in Madurai District. The investigator uses stratified random sampling technique for collect 300 samples from B.Ed colleges in Madurai District. The investigator plans to undertake survey method as a technique for this study and she prepare the questionnaire which has 30 items with 3 points scale.

### **Introduction**

The present study is a survey in nature to find out “the attitude towards life skill education for B.Ed student-teacher in Madurai District”. The investigator has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The finding and conclusion drawn from the data have been recorded in this study.

### **Need for Study**

In everyday life, the development of life skills helps student-teachers to: find new ways of thinking and problem solving .In two years B.Ed. course life skill is a vital programme for the trained, knowledge and self-confidence. As a professional course the teachers have to trained in perfect manner. There are many different understanding of life skills as learning to live to know, learning to do, learning to be, learning to live together and defines life skills as personal management and social skills which are necessary for adequate functioning on an independent basis, WHO defines life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. WHO considers the following life skills to be the most essential. The ability to make decisions helps students assess their options and carefully consider the different consequences that can result from their choices.

### **Objectives of the Study**

1. To find out the attitude of the B.Ed student teachers towards life skill education.
2. To find out the difference among the B.Ed student -teachers attitude towards life skill education in terms of gender.
3. To find out the difference among the B.Ed student -teachers attitude towards life skill education in terms of age.

### **Hypotheses of the Study**

1. The attitude of the B.Ed student teachers towards life skill education is favorable and high.
2. There is significant difference among the B.Ed student - teachers attitude towards life skill education in terms of gender.
3. There is significant difference among the B.Ed student - teachers attitude towards life skill education in terms of age.

### **Terms and Definitions**

The data were collected from first year B.ED. Student teachers from Madurai district.

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### Methodology in Brief

The investigator uses stratified random sampling technique for collect 300 samples from B.ED colleges in Madurai District. The investigator plans to undertake survey method as a technique for this study. The investigator prepare the questionnaire which has 30 items with 3 points scale.( Always, Sometimes, Never).

### Findings of the Study

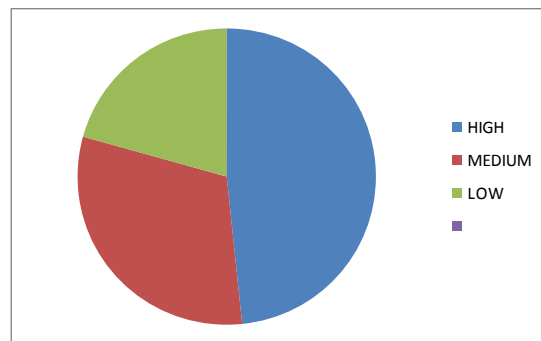
#### Hypothesis 1

The attitude of the B.Ed student teachers towards life skill education is favorable and high.

**Table 1: Percentage Analysis of Attitude of the B.Ed Student-Teachers towards Life Skill Education**

S. No	Educational Qualification	No. of Persons	Percentage
1.	High	145	48.33
2.	Medium	93	31
3.	Low	62	20.66

**Figure 1: Pie Diagram Shows Percentage Analysis of Attitude of the B.Ed Student-Teachers towards Life Skill Education**



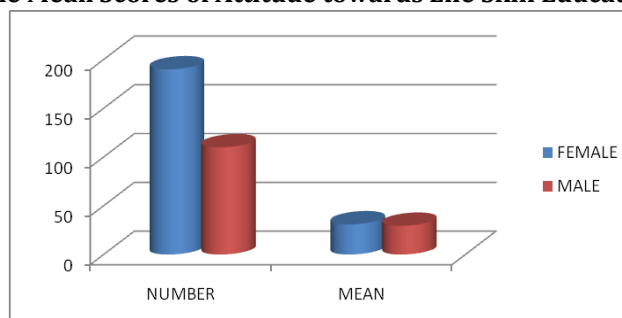
#### Hypothesis 2

There insignificant difference among the B.Ed., student -teachers attitude towards life skill education in terms of gender.

**Table 2 Statistical Measures and Results of the Tests of Significance of Attitude towards Life Skill Education among B.Ed Student-Teachers in Terms of Gender**

S.No	Gender	N	M	SD	't'	Critical Value	Level of Significance
1.	Female	110	31.01	10.99	1.15	1.960 for df 300 at 0.05 level	Not Significant
2.	Male	190	29.48	11.21			

**Figure 2 Graph Shows the Statistical Measures and Results of The Tests of Significance of difference between the Mean Scores of Attitude towards Life Skill Education in Terms of Gender**



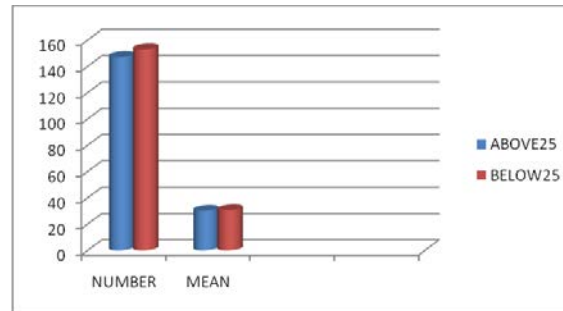
### Hypothesis 3

There is significant difference among the B.Ed student -teachers attitude towards life skill education in terms of age.

**Table 3 Statistical Measures and Results of the Tests of Significance of Attitude towards Life Skill Education among B.Ed Student-Teachers In Terms of Age**

S.No	Age	N	M	Sd	't'	Critical Value	Level of Significance
1.	Above 25	147	30.19	11.12	0.39	1.960 for df 300 at 0.05 level	Not significant
2.	Below 25	153	30.69	11.06			

**Figure 3: Graph Shows the Statistical Measures and Results of the Tests of significance of difference between The Mean Scores of Attitude towards Life Skill Education in Terms of Age**



### Hypothesis verification

1. There is high level of relation between attitude towards life skill education and their achievement among B.Ed. student-teachers.
2. There is no significant difference between the mean of B.Ed., student-teachers on attitude towards life skill education and their achievement in terms of age.
3. There is no significant difference between the mean of B.Ed. student-teachers on attitude towards life skill education and their achievement in terms of gender.

### Educational Implications

The B.Ed first year student-teachers are found to be above the average level of attitude towards life skill education since they are at above the average level in terms of possession of attitude towards life skill education. Administrators may take necessary measures to improve the attitude towards life skill education among those who have lack of attitude for the betterment on the part of the students.

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**A STUDY ON LEARNING AND THINKING SKILL AMONG B.ED  
COLLEGE STUDENTS IN MADURAI DISTRICT**

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<sup>1</sup>R. Kanchana Devi  
<sup>2</sup>Dr. M. Arockia Priscilla

### Abstract

The present study is a survey study on learning and thinking styles among B.Ed college students in Madurai district. The investigator has collected related studies from surveys of researches in education and Education Resources Information center web site. They have been reviewed and presented here.

### Introduction

Classroom dialogue, defined as communication in classroom settings where “one individual addresses another individual or individuals and at least one addressed individual replies”, is a commonly used method for learning and thinking (Howe & Abedin, 2013, p. 326). How to make efficient use of classroom dialogue to learn has been a concern in both academia and practice (Resnick, Asterhan, & Clark, 2015). As reviewed in Chapter 2, thinking is the focus of research in relation to classroom dialogue, and is most often viewed as a major way of participating in class (Rocca, 2010). Through thinking students are expected to gain access to diverse ideas, gain practice in critical thinking and deepen understanding (Mercer & Dawes, 2014). This may consequently be beneficial in terms of achieving satisfactory learning outcomes (Dallimore, Hertenstein, & Platt, 2010; Handelsman, Briggs, Sullivan, & Towler, 2005), which results in wide encouragement for getting as many students as possible to talk in class (Littleton & Mercer, 2013; Weaver & Qi, 2005).

### Need and Importance of the Study

In recent years the push to use technology in the classroom has increased, be it because of changing global needs or due to pressure by the Govt. Moreover, technology appeals to young learners and aids their comprehension and retention of new information. Henceforth, it is beyond doubt that the learning styles which involve the use of the latest technology have to be introduced directly and indirectly in the early years or stage of learning i.e from kindergartens until the tertiary level of learning respectively.

### Objectives of the Study

1. To find out significant difference in their learning and thinking styles of B.Ed college students in terms of their Gender.
2. To find out significant difference in their learning and thinking styles of B.Ed college students in terms of their Marital status.
3. To find out significant difference in their learning and thinking styles of B.Ed college students in terms of their Residence location.
4. To find out significant difference in their learning and thinking styles of B.Ed college students in terms of their Father's education.
5. To find out significant difference in their learning and thinking styles of B.Ed college students in terms of their Mother's education.

### Hypotheses Formulated for the Study

The following hypotheses were formulated for the study.

1. There is a significant difference in their learning and thinking styles of B.Ed college students in terms of their Gender.
2. There is a significant difference in their learning and thinking styles of B.Ed college students in terms of their Marital status.

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<sup>2</sup>Principal, Mangayarkarasi College of Education, Paravai, Madurai District, Tamil Nadu

3. There is a significant difference in their learning and thinking styles of B.Ed college students in terms of their Residence/location.
4. There is a significant difference in their learning and thinking styles of B.Ed college students in terms of their Father's education.
5. There is a significant difference in their learning and thinking styles of B.Ed college students in terms of their Mother's education.

### Methodology: Overview

This chapter brings out the methodology of the study. It has six sections. The first section serves as an overview of this chapter. The second section gives an account of the problem, its objectives and hypotheses to be tested. The third section deals with population, the sample and explains the sampling design of the study. The fourth section furnishes the information about the instrumentation. The fifth section provides the statistical techniques used in this study.

### Hypotheses Verification and Findings

1. There is a significant positive relationship between learning and thinking style and achievement among B.Ed students – Accepted.
2. B.Ed students have average level of learning and thinking style – Accepted.
3. There is no significant difference between learning and thinking style and academic achievement among the B.Ed students in terms of Gender – Accepted.
4. There is no significant difference between learning and thinking style and academic achievement among the B.Ed students in terms of residence – Accepted.
5. There is no significant difference between learning and thinking style and academic achievement among the B. Ed students in terms of father's educational qualification – Accepted.

### Hypothesis Testing Hypothesis 1

There is a significant positive relationship between learning and thinking style and thinking style with achievement among B. Ed college students.

The following table gives the relationship between learning and thinking style and thinking style with achievement.

**Table 1 Correlation between Learning and Thinking Style with Achievement**

Variables	No. of Students	'r' value
Thinking style	300	0.1029
Learning and thinking style	300	
Achievement	300	

The obtained 't' value is 0.1029 for leaning style and thinking style with achievement among B.Ed students.

Hence the hypothesis 1 is accepted

### Hypothesis 2:

The level of learning and thinking style among B. Ed college students is more than average. Table 2 Shows The Level of Learning And Thinking Style Among B.Ed College Students

Variable	No. of Students	Mean	Average Level
Learning and thinking	300	63.37	67

The mean of the learning and thinking style among B. Ed college students in this study is found to be 63.37, while the theoretical average is 67 only. Thus the B. Ed college students have more than average level of learning.

Hence the hypothesis 2 is accepted.

### Hypothesis 3

The level of thinking style among B.Ed college students is more than average.

Variable	No. of Students	Mean	Average Level
Thinking and Style	300	62.07	64

The mean of the thinking style among B. Ed college students in this study is found to be 62.07, while the theoretical average is 64 only. Thus the B.Ed college students have more than average level of thinking. Hence the hypothesis 3 is accepted.

#### Hypothesis 4

There is no significant difference between their learning and thinking style and academic achievement among B. d students in terms of gender. The details of statistical measures and results of test of no significance of difference between the mean scores of learning and thinking style in terms of gender are in given table4.4.

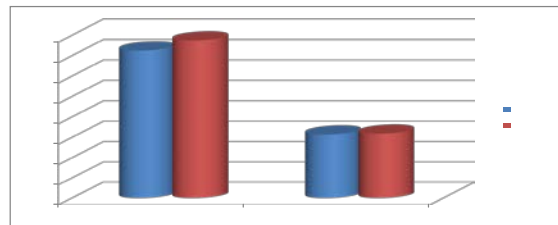
**Table 4 Statistical Measures and Results of the Tests of No Significance of difference between The Mean Scores of The Learning and Thinking Style in Terms of Gender**

Gender	N	Mean	Standard Deviation	't' Value	Level of Significance at 0.05
Male	14	62.92	7.92	0.95	Significant
Female	15	63.79	7.77		

It is evident from the calculated 't' value is 0.95 is smaller than the critical value 1.96 at 0.05 level. Hence there is no significant difference between the students in terms of gender in their level of thinking style.

Hence hypothesis 4 is accepted.

#### Figure 4 Graph Showing the Thinking Style difference among Higher Secondary Students in Terms of Gender



#### Conclusion

While concluding the researcher would like to stress that goals and methods described here are not to be exhaustive. The present study has been undertaken with a view to providing a report of the learning and thinking style and achievement among B. Ed students with specific reference to the district 'Madurai'. The findings and conclusions of the study can be generalized to a greater extent.

#### Educational Implication

No research can be said to be complete in itself especially in behavioural science. The present study has adequately dealt with achievement and learning and thinking style. The findings of the study are likely prone of importance to educational B.Ed students, teacher educators and policy akers who are concerned with the sphere of education. One of the implications of the present conclusion for teacher educator and policy makers is that their curricula, syllabi, text book, method of teaching etc., all should be modeled in such a fashion that they can utilize their energies in the right direction. It is therefore most important for student teacher to develop the academic achievement to become a perfect teacher.

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**“ATTITUDE TOWARDS DISCIPLINE AMONG THE HIGHER SECONDARY HIGHER  
SECONDARY STUDENTS IN RELATION TO EMOTIONAL MATURITY”**

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<sup>1</sup> V. Karpagavalli Pandiammal

<sup>2</sup> Dr.M. Arockia Priscilla

### Abstract

The present study is a survey in nature to find out “Attitude towards Discipline among the Higher Secondary higher secondary students in relation to Emotional Maturity”. The investigator in order to find out the attitude towards discipline among higher secondary students in relation to emotional maturity, has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusion drawn from the data have been recorded in this study.

### Objective of the Study

The following objectives were formulated for the study.

1. To find out the attitude of the Higher Secondary school students towards Discipline is favorable and high.
2. To find out the emotional maturity of higher secondary school students is stable.
3. To find out the significant difference between attitude towards Discipline among the higher secondary school students in terms of Gender.
4. To find out the significant difference between attitude towards Discipline among the higher secondary school students in terms of Location of the residence.
5. To find out the significant difference between attitude towards Discipline among the higher secondary school students in terms of Medium of instruction.
6. To find out the significant difference between attitude towards Discipline among the higher secondary school students in terms of fathers' educational qualification.

### Hypotheses Formulated for the Study

The following hypotheses were formulated for the study.

1. The attitude of the Higher Secondary school students towards Discipline is favorable and high.
2. The emotional maturity of higher secondary school students is stable.
3. There is significant difference between attitude towards Discipline among the higher secondary school students in terms of Gender.
4. There is significant difference between attitude towards Discipline among the higher secondary school students in terms of Location of the residence.
5. There is significant difference between attitude towards Discipline among the higher secondary school students in terms of medium of instruction.
6. There is significant difference between attitude towards Discipline among the higher secondary school students in terms of Father's educational qualification.

### Analysis and Interpretation of Data

The investigator has formulated 9 hypotheses. In order to test the hypotheses, percentage analysis, ANOVA and ‘t’ test for large independent sample were computed and each hypothesis have been discussed one by one in the following paragraphs. The results obtained have been presented under appropriate sub captions.

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**Hypothesis: 1**

The attitude of the Higher Secondary school students towards Discipline is favorable and high.

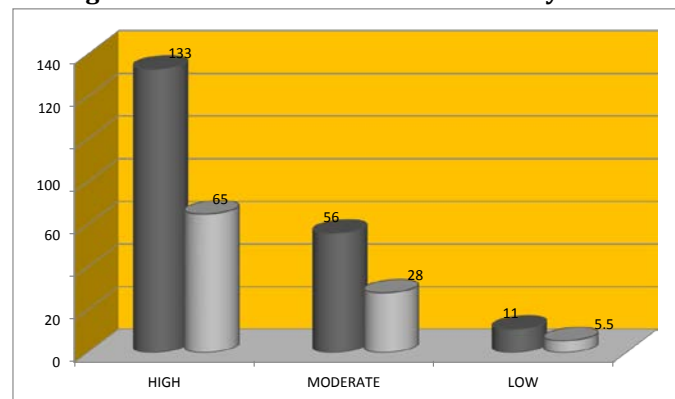
The percentage of analysis for attitude of the Higher Secondary school students towards Discipline level is given in the following table.

**Percentage analysis on the Attitude of the Higher Secondary School Students towards Discipline**

S. No	Description	Range	No. of Students	% of Students
1.	High	114-170	133	66.5
2.	Moderate	57-113	56	28
3.	Low	0-56	11	5.5

It is evident from Table 4.1 that the study reveals 5.5% of students at secondary level are having low level of attitude discipline. 28% of students at secondary level are having moderate level of attitude towards discipline. 66.5% of students at secondary level are having high level of attitude towards discipline.

It can be interpreted that the majority of students at secondary level in Madurai district are having high level of attitude towards discipline.

**Bar Diagram Showing the Attitude of Students at Secondary Level towards Discipline****Attitude of Students****Educational Implications**

In our higher secondary schools today, learners are habitual late comers; this is contrary to the school rules and regulations. They leave school premises without permission; do not bring their books to school; refuse to do their homework; reject any kind of authority and resist any disciplinary measures taken against them. Teachers on the other hand, are always absent from school; present ill-prepared lessons; fail to exercise discipline in the classroom and lack a professional work ethic. Discipline have been underestimated by over actualizing freedom and rights, an understatement of responsibilities and obligations, marginalization of the authority of the head teacher, poor role models by some teachers, lack of punctuality, abscondment from classes by both learners and teachers and the unionist attitude of some teachers. The head teachers as school managers need to have an effective leadership style so as to acquaint them with the challenges of disciplining learners

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3. Atwater, Mary M. and other (1991): *Beliefs and Attitude of Urban Primary Teachers Towards Physical Science and Teaching Physical Science*. Journal of Elementary Science Education, Vol.3 No.1 ,PP. 3-12.

4. Bakari, Rosenna (2002): *Development and Validation of An Instrument to Measure Pre service Teachers Attitude Towards Teaching of African American Students*. Dissertation Abstracts International (1993-2000). Vol.1. New Delhi :NCERT. P.24.
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**PROBLEMS FACED IN TEACHING ENGLISH AMONG HIGH SCHOOL  
STUDENTS IN GOVERNMENT SCHOOL**

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<sup>1</sup>S. Leema Roselin  
<sup>2</sup>D. Sumathi

### **Abstract**

The present study aims to find out the relationship between problems faced in teaching English among high school students in government school. Forty high secondary students were randomly selected as sample. Survey method was adopted for the study. The data was collected using a test on teaching in English. The t-test chi-square test and person's product moment correlation were applied to test the hypotheses. Interpretation were drawn based on the finding. Teaching in English ability of the high school students in government school was found to be an average and there was a high positive correlation between teaching in English and achievement in English.

### **Introduction**

Teaching English is a survey study in nature to find out problems faced in teaching English among high school students in government school. Various aspects of teaching are highlighted in this study. The importance of teaching the language in order to fulfill the ever growing demands of career enhancing to compete in various competitive exams are stressed. The finding and conclusion drawn from the data are recorded in this study report.

### **Need and Importance of the Study**

The investigator understands the difficulties faces by the rural students of learning English in high school level. There are the most common and specific difficulties to learn English. They faced Difficulties in pronouncing, Communicating, and writing of the second language. The investigator classified that the difference of rural education to urban.

### **Objectives of the Study**

1. To find out the attitude of teachers facing problems in teaching English among high school students in government school is average.
2. To find out the problems faced in teaching English among high school students in government school with respect to gender.
3. To find out the problems faced in teaching English among high school students in government schools with respect to age.

### **Hypotheses Formulated for the Study**

1. The attitude of teaching facing problems in teaching English among high school students in government school is average.
2. There is no significant difference in problems faced in teaching English among high school students in government schools with respect to gender.
3. There is no significant difference in problems faced in teaching English among high school students in government schools with respect to age.

### **Terms and Definitions**

Refers to the strategy in teaching English among the high school students as well as personal problems of the high school students Methodology in brief:

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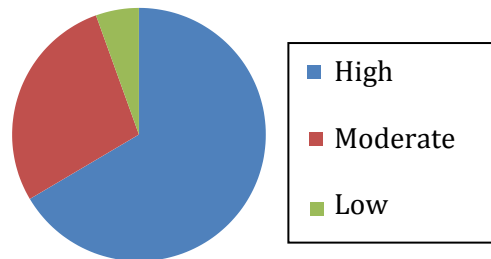
<sup>2</sup>Assistant Professor, Mangayarkarasi College of Education, Paravai, Madurai District, Tamil Nadu

### Hypothesis 1

The attitude of teaching facing problems in English among high school students in government schools in average. The percentage analysis for the problems faced in teaching English by the high school teachers in Government schools is given in the following table:

**Table 4.1 Percentage analysis of the Attitude of Teaching Facing Problems in Teaching English among High School Students in Government School**

S. No	Description	Range	No. of Teachers	% of teachers
1	High	114-170	133	66.5
2	Moderate	57-113	56	28
3	Low	0-56	11	5.5

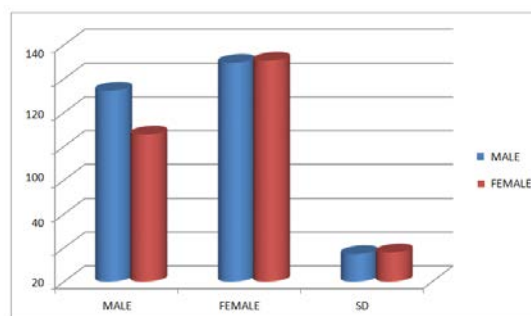


### Hypothesis 2

There is no significant difference in problems faced in teaching English among high school students in government schools with respect to gender.

Table 4.2 mean, sd, and 't' values for the significant difference in problems faced in teaching English among high school students in government school with respect to gender.

Description	N	Mean	S.D	'T' Value	Critical Value	Level of Significance
Male	113	129.53	16.25	-	1.960 for degrees of freedom of 198 at 0.05 level	No significant
Female	87	130.68	17.22	0.4831		



### Findings of the Study

1. It can be interpreted that the majority of teachers at high school in Madurai district are facing a high level of problem in teaching English in government schools. Hence, hypothesis 1 is rejected.
2. It is interpreted that there is no significant difference in the problems faced in teaching English among high school students in government schools with respect to gender. Hence, hypothesis 2 is accepted.

### Conclusion

1. Madurai government high school teachers are facing a problem in teaching English in a moderate level. Based on the teachers' interest in teaching English and their qualification, the problem-facing level is varied.



### **Educational Implications**

Language teaching is not just a matter of acquiring the skills listening, speaking, reading and writing but it consists of developing a communicative competence where these skills are often used in an integrated manner along with several other abilities that help in conducting a dialogue.

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**STRESS AND ACADEMIC ACHIEVEMENT AMONG HIGHER  
SECONDARY MATHEMATICS STUDENTS**

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<sup>1</sup>V. Manicka Rathinam

<sup>2</sup>S.Geetha

### Abstract

The adjective of the study was the level of language anxiety among Higher secondary school students teachers in Madurai. The Investigator uses stratified random sampling technique for collect 300 samples from Higher secondary schools in Madurai District. "Money is the root cause of all evil" is a biblical quotation. In our education system, marks have ultimately become the root cause of all troubles. A marks-based system is truly stressful. Apart from this, today's children face several problems. The value given for 'time' itself is a problem for most students. It is in this content the investigator took up the problem entitled. "Stress and Academic achievement among Higher Secondary Mathematics Students"

### Introduction

In today's world, people's lifestyles have been totally changed because physical and socio- cultural environment has drastically changed with the advent of information technology. It is believed that automated technology has reduced the workload but, in fact, it has increased mental workload (Sharma, 1999); it has also reduced person-to-person interaction resulting in high stress.

### Need for the Study

Stress is a state of mind, which reflected certain biochemical reactions in the human body and is projected by a sense of anxiety, tension, and depression fear and is caused by such demands by the resources available to the person. An optimum stress is like honey, which acts like medicine to produce energy and flavor to the endeavor of human physiological and psychic functioning and enhances creative activity. It is a boon for realization and achievement of better things in life. But the intake of too much of honey makes a man dull, lazy and thirsty; likewise, stress at an optimum level helps an individual to be successful and adds fragrance to his life. Stress in elementary form may not be dangerous but its prolongation causes worry, loss of interest in life, and a tendency to do no work. Ultimately the prolonged stress leads to lack of motivation and achievement in human life. Hence, the present study.

### Objectives of the Study

1. To measure the level of stress among higher secondary mathematics students.
2. To measure the level of academic achievement among higher secondary mathematics students.
3. To find out whether there is a significant influence of independent variables viz., Gender, Community, Religion, Nativity, kind of school, Locality of School, School type, Year of study, Medium of study, Co-Curricular activity, Additional course, Yoga, Study habits. Private tuton, Body system, Family type, Family climate, Family income, Parents mode, Mother goes to work among higher secondary mathematics students.

### Hypothesis of the Study

1. There is a significant difference between higher secondary mathematics students stress in terms of gender.
2. There is a significant difference between higher secondary mathematics students stress in terms of school type.
3. There is a significant difference between higher secondary mathematics students stress in terms of yoga.

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## Methodology – in – Brief

### Sample

A stratified representative sample of 300 higher secondary mathematics students in Madurai district constituted with due representation given to the variables viz., Gender, Community, Religion, Nativity, Kind of school, Locality of school. School type, Year of study, Medium of study, Co-Curricular activity, Additional course, Yoga, Study habits, Private tuton. Body system, Family type, Family climate, Family income, Parents mode, Mother goes to work.

### Tool

1. The tool developed and standardized by Sathyagirirajan S and Natesan N. (2005) were adopted in the present scale.
2. Stress rating scale.

### Technique

#### Survey was the technique employed

**Hypothesis no. 1:** There is a significant difference between higher secondary mathematics students stress in terms of gender.

The details of statistical measures and results of test of significance of difference between mean scores of stress in terms of gender are given in table no.4.1

**Table no.4.1 Statistical measures and results of test of significance of difference between the mean scores of stress: gender-wise**

Variable	sub variables	N	M	$\sigma$	"t" value	Significance at 0.05 level
Gender	Male	140	16.887	5.324	-1.6	Not Significant
	Female	160	18.059	6.126		

It is evident form table no.4.1, that the obtained „t“ value is -1.600, which is less than the table value 1.96 at the 0.05 level of significance. This shows that there is no significant difference between students stress in terms of gender. **Hence the hypothesis no.1 is rejected.**

**Hypothesis no. 2:** There is a significant difference between higher secondary mathematics students stress in terms of locality of school.

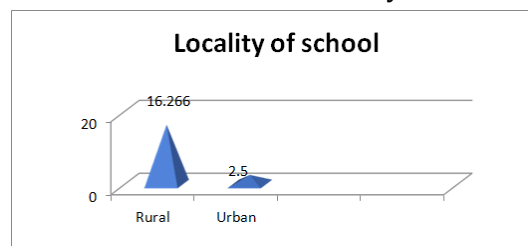
The details of statistical measures and results of test of significance of difference between mean scores of stress in terms of locality of school are given in table no.4.2

**Table no. 4.2 Statistical measures and results of test of significance of difference between the mean scores of stress: locality of school - wise**

Variable	sub variables	N	M	$\sigma$	"t" value	Significance at 0.05 level
Locality of School	Rural	119	16.266	5.324	1.969	Significant
	Urban	181	18.275	5.732		

It is evident form table no.4.7, that the obtained „t“ value is 1.969, which is less than the table value 1.96 at the 0.05 level of significance. This shows that there is no significant difference between students stress in terms of locality of school. **Hence the hypothesis no.2 is accepted.**

**Figure 4.2 Mean scores of Stress: locality of school – wise**



### Stress and Academic Achievement among the Higher Secondary Mathematics Students: Additional Course Wise

**Hypothesis no. 3** There is a significant difference between higher secondary mathematics students stress in terms of additional course.

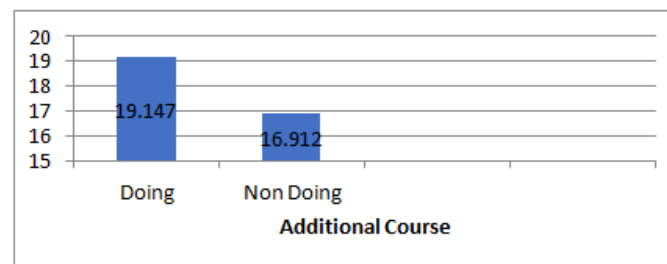
The details of statistical measures and results of test of significance of difference between mean scores of stress in terms of additional course are given in table no.4.3

**Table no. 4.3 Statistical measures and results of test of significance of difference between the mean scores of stress: Additional course - wise**

Variable	Sub Variables	N	M	$\sigma$	"t" value	Significance at 0.05 level
Additional Course	Doing	93	19.147	6.055	1.969	Significant
	Non doing	207	16.912	5.583		

It is evident form table no.4.6, that the obtained „t“ value is 1.969, which is less than the table value 1.96 at the 0.05 level of significance. This shows that there is no significant difference between students stress in terms of additional course **Hence the hypothesis no.14 is accepted.**

**Figure 4.3 Mean Scores of Stress: Additional Course - Wise**



### Mathematics Students: Family Climate Wise

**Hypothesis no. 4:** There is a significant difference between higher secondary mathematics students stress in terms of family climate

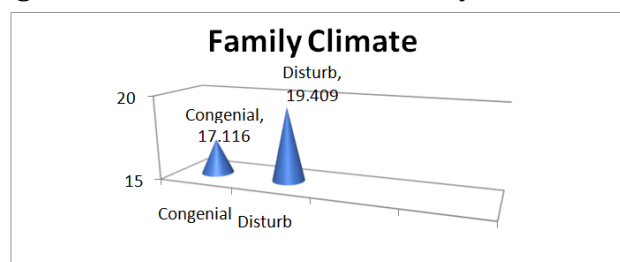
The details of statistical measures and results of test of significance of difference between mean scores of stress in terms of family climte are given in table no.4.4.

**Table no. 4.4:** Statistical measures and results of test of significance of difference between the mean scores of stress: family climate - wise

Variable	Sub Variables	N	M	$\sigma$	"t" value	Significance at 0.05 level
Family Climate	Congenial	231	17.116	5.755	1.9695757	Significant
	Disturb	69	19.409	5.633		

It is evident form table no.4.18, that the obtained „t“ value is 1.9695757, which is less than the table value 1.96 at the 0.05 level of significance. This shows that there is no significant difference between students stress in terms of family climate. **Hence the hypothesis no.4 is accepted.**

**Figure 4.4 Mean scores of stress: family climate - wise**



**Hypotheses Verifications**

- There is a significant difference between higher secondary mathematics students stress in terms of gender. Rejected.
- There is a significant difference between higher secondary mathematics students stress in terms of yoga. Rejected.
- There is a significant difference between higher secondary mathematics students stress in terms of parents mode. Rejected.

**Educational Implications**

Recent development and innovations in the field of education must be made available to all the students irrespective of the differences. Technological implementations are very essential to meet the present day challenges in the field of education and communication to keep abreast of knowledge. Hence the findings of the present study will be helpful to the planners, implementers administrators and educationists to rise students academic achievement level.

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**SKILLS AMONG B.ED STUDENT-TEACHERS -AN EXPERIMENTAL STUDY**

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<sup>1</sup>A.M. Meena Kumari  
<sup>2</sup>Dr. M. Arockia Priscilla

**Abstract**

In this experimental research the researcher selected the population consisting of 50 students studying in Mangayarkarasi college of Education, Madurai. The present study required entry behavior test or pre-test, pre-test and post-test to serve as tool of research and to evaluate the student's mastery over the concept methods of teaching in physical science at B.Ed level. So the investigator developed the following tool and investigator did perusal validation. Entry behavior (pre-test), Pre-test, Post-test

**Introduction**

The reforms in education of this generation essentially redefine the school as a learning organization that erases traditional learning boundaries. The present study "Integrated Active Learning" has a strong theoretical foundation and it uses active learning methodology and cooperative learning strategies. The literature reviews strongly recommend these research based strategies used in the study to enhance students achievement in physical science and thinking skills. Therefore in the light of the literature reviewed the following testable hypotheses have been set in the present study.

**Need For Study**

The present study aims to propose an Innovation instructional design Integrated active learning(IAL)designed by the researcher to teach physical science and enhance students, thinking skills, social skills and achievement in physical science. The IAL is a classroom based learning-goals-driven instructional design that uses many research based active learning strategies to fashion active learning environment appropriate to learn science concepts in-depth and to enhance students thinking skills and socials simultaneously.

This study investigates the educational potential of integrated active learning which is designed to integrate physical science teaching with thinking skills and social skills in regular physical science classroom. It explores and integrates active learning strategies appropriate to enhance thinking skills and social skills. The present study, a class room based research, throws light on the importance and superiority of active learning methodology in providing positive classroom climate over traditional method of teaching.

**Objectives of The Study**

1. To find out significant differences between the mean scores of experimental group and control group in the pre-test.
2. To find out significant difference between the post-test mean scores of control group and experimental group.
3. To find out significant difference between the mean test score in thinking skills test of experimental group compared to that of the control group with reference to the level of performance in physical science in terms of marital status and level of performance in physical science in terms of parental income.
4. To find out significant difference between the mean test score in thinking skills test of experimental group compared to that of the control group with reference to the level performance in physical science.

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### **Hypotheses of the Study**

1. There will be no significant difference between the mean scores of experimental group and control in the pre-test.
2. There will be significant difference between the post-test mean scores of control group and experimental group, mean scores of the pre-test and post-test of the control group.
3. There will be significant difference between the mean scores of the pre-test and post test of the experimental group, experimental group compared to that of the control group with reference to age.
4. There is no significant difference between the mean test score in thinking skills test of experimental group compared to that of the control group with reference to the level of performance in physical science in terms of technical knowledge.

### **Terms and Definitions**

Integrated Active Learning in physical science to enhance thinking skills among B.Ed student-teachers-an experimental study.

### **Methodology in Brief**

The sample were two intact division of B.Ed student-teachers, one representing control group and the other representing experimental group. Each group consists of sample from rural colleges of education in Madurai, Tamilnadu. Students belonged to the age group of 20 and above years and an overall 50 students took part in this study. In this study there are three types of analysis has been used Arithmetic Mean, Standard Deviation, 't'-test.

### **Findings of the study**

This is an experimental design study with pre-test and post-test equivalent group Entry behavior test was conducted to both control and experimental groups to assess the pre-requisite knowledge. Both the groups are identical and this nature of identifies confined with the pre-test mean scores of both groups. All the pre-test 't' values shows no significant difference among control and experimental groups.

The mean of pre-test scores and post-test scores of control as well as experimental groups differ significantly with the post-test mean being greater than the pre-test mean. The post-test scores of experimental group are greater than that of control group. When post-test scores of control and experimental groups are compared, significant difference is seen with experimental group having better performance.

It is finally concluded that the methods of teaching physical science for B.Ed students teaching through interactive learning method is found to be effective than the traditional method in teaching physical science in Mangayarkarasi college of education, Madurai.

### **Hypothesis Verification**

Interactive learning material on methods of teaching physical science was developed and thinking skills tool was subjected to individual and group tryout and tested on a sample of 50 B.Ed students and found to be effective and valid method of learning physical science for students.

### **Educational Implications**

This study to know B.Ed students interest in learning through interactive learning method. It also helps the investigator to learn more about various types of interactive learning. This study tends the investigator to create innovative method of teaching physical science. It enriches the knowledge about technology. It creates the innovative learning social media. Thinking skills insist the student to learn the physical science through interactive learning.

This is an experimental design study with pre-test and post-test equivalent group .Traditional method was implemented to both control and experimental group to asses the pre-requisite knowledge

The means of pre-test scores and post-tests scores of control as well as experimental group differ significantly with post-test mean being greater than the pre-test mean. This implies that the level of academic achievement has increased due to teaching of physical science through interactive learning for experimental group. The post-test scores of experimental group are 19.56 greater than that of control

group 13.92. When post-test scores of control and experimental groups are compared, significant difference is seen with experimental group having better performances.

The thinking skill enriches their interactive learning ability and achieve in the physical science. There is no significant difference in their test scores of physical science achievement and thinking skills among B.Ed students in terms of age, marital status and parental income.

The B.Ed students belonging to the pedagogy of physical science having more technical knowledge students. It is finally conclude that the interactive learning method among B>Ed students in pedagogy of physical science is found to be more effective than the traditional method of learning for Mangayarkarasi college of Education in Madurai, Tamilnadu.

### **Bibliography**

It is an Experimental study.



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**A COMPARATIVE STUDY OF ENVIRONMENT AWARENESS AMONG URBAN  
AND RURAL SECONDARY SCHOOL STUDENTS OF MADURAI**

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<sup>1</sup>J. Mehala Devi

<sup>2</sup>S. Muthurani

### Abstract

Education comprises instruction, teaching, information gathering, knowledge gathering and transmittance, study and reflection, discussion, demonstration of pilot programmes. Environment education seeks to develop the ability to assess environmental situations and the causal chains of relationships leading to environmental damage; the interaction among social, economic, and physical factors: mutually related and overlapping developments. The main objective of this study was to find out the level of environment awareness and significant level of variation of Urban, Rural secondary school students with reference to background variables. There were 8 higher secondary schools selected in Madurai city for this study. In this study Arithmetic Mean, Standard Deviations test and ANOVA test were used as statistical techniques for interpreting the data using MS office Excel 2019.

### Introduction

Education is the process of bringing desirable changes in the behavior of human beings. It can also be defined as the process of imparting or acquiring knowledge and habits through instruction or study. Education comprises instruction, teaching, information gathering, knowledge gathering and transmittance, study and reflection, discussion, demonstration of pilot programmes. Imparting knowledge is only a fragment of education. Real education strives to awaken curiosity of children, develop creative and critical thinking in them and inculcate desirable values.

### Need for study

Environment education seeks to develop the ability to assess environmental situations and the causal chains of relationships leading to environmental damage; the interaction among socioeconomics, and physical factors: mutually related and overlapping developments, networks and feedback responsibility for future generations' economy and care in the use of all natural resources; respect of revolution, nature and life; recognition of the limits of nature, human action and self restriction; and re-acquiring the ability to perceive nature.

Environment education aims at ultimately for reaching and manifold behavioural changes in everyday life and at the workplace. The guiding principle and pedagogical ideal of environmental education is the environmentally responsible consumer, industrial producer, employee, citizen, policy maker, traveller, athlete, tourist and farmer, every human who is aware of nature and lives in harmony with it

### Objectives

- To find out the level of environment awareness of urban secondary school students with reference to background variables.
- To find out the level of environment awareness of rural secondary school students with reference to background variables.
- To find out whether there is significant difference between urban secondary school students and rural secondary school students in their environment awareness.
- To find out whether there is significant difference between background variable of urban secondary school students in their environment awareness.
- To find out whether there is significant difference between background variables of rural secondary school students in their environment awareness.

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### Hypothesis

- There is no significant difference between Urban secondary school students and Rural secondary school students in their Environment Awareness.
- There is no significant difference between background variable of Urban secondary school students in their Environment Awareness.

### Methodology in brief

There were 8 schools selected at Madurai city for this study. The investigator has used stratified random sampling technique for selecting the sample from the population. The sample consists of 300 ninth standard students selected from consisting of urban secondary school students and rural secondary school students. In this study Arithmetic Mean, Standard Deviations test and ANOVA test were used as statistical techniques for interpreting the data.

### Research finding

#### Null Hypothesis 1

There is no significant difference between Urban secondary school students and Rural secondary school students in their Environment Awareness.

**Table 4.1 Difference between urban secondary school students and rural secondary school students in their environment awareness**

Sl. No.	Variables	Categories	Urban secondary school students			Rural secondary school students			Calculated 't' value	Remarks at 5% level
			3.2 N	Mean	SD	N	Mean	SD		
1.	Gender	Boys	63	53.88	10.30	67	53.95	10.72	0.04	NS
		Girls	87	47.19	8.82	83	46.81	8.14	0.29	NS
2.	Age	14	118	48.63	9.18	124	49.83	10.13	0.96	NS
		Above 14	32	55.05	11.35	26	50.82	9.48	1.55	NS
3.	Category	BC-MBC	77	48.20	9.77	101	49.73	10.88	0.99	NS
		SC-ST	31	48.22	7.18	18	51.61	6.35	1.72	NS
		OTHERS	42	54.62	10.88	31	49.93	8.80	2.03	S
4.	Nature of school	Boys	49	46.05	8.10	54	46.91	10.10	0.47	NS
		Girls	101	51.91	10.30	96	51.74	9.56	0.12	NS
5.	Special Tuition going	Yes	29	51.52	10.30	54	46.91	10.10	1.96	NS
		No	121	49.64	9.94	96	51.74	9.56	1.58	NS
6.	Parents help for study	Yes	141	50.07	10.01	139	50.24	10.17	0.14	NS
		No	9	48.96	10.40	11	46.98	7.20	0.48	NS
7.	Home study	Yes	110	51.37	10.37	105	51.56	9.90	0.14	NS
		No	40	46.24	7.87	45	46.36	9.36	0.06	NS
8.	Location of student	Rural	115	50.43	10.61	67	50.88	10.81	0.27	NS
		Urban	23	48.35	8.40	36	49.46	7.81	0.51	NS
		Sub rural	12	49.07	6.25	47	49.16	10.37	0.04	NS
9.	Type of school	Govt.	43	48.28	7.85	49	50.55	7.96	1.37	NS
		Govt. Aided	107	50.69	10.70	101	49.73	10.88	0.64	NS
10.	Religion	Hindu	102	49.05	9.51	138	50.02	10.15	0.76	NS
		Christian	37	52.64	11.04	7	49.69	8.27	0.81	NS
		Muslim	11	49.94	10.12	5	49.79	9.53	0.03	NS
11.	Birth order	1	56	52.09	10.80	47	50.25	10.04	0.89	NS
		2,3	72	48.65	9.33	84	50.57	10.17	1.23	NS
		4-7	22	49.10	9.54	19	46.84	9.03	0.78	NS

(At 5% level of significance the table value of 't' is 1.96)

NS - Non significant

S - Significant

It is inferred from the table that there is no significant difference between Urban secondary school students and Rural secondary school students with reference to the background variables such as gender, age, category of BC-MBC and SC-ST, nature of school, special tuition going, parents help study, home study, location of student, type of school, religion and birth order, but there is significant difference between OTHERS category Urban secondary school students and Rural secondary school students in their Environment Awareness. That is, Urban secondary school students (M=54.62) are better than Rural secondary school students (M=49.93) in their Environment Awareness.

### Null Hypothesis 2

There is no significant difference with reference to background variables in their Environment Awareness of IX standard Urban secondary school students.

**Table 4.2 Difference between background variables of urban secondary school students in their environment awareness**

Sl. No.	Variables	Categories	Environment Awareness			Calculated 't' value	Remarks at 5% level
			N	Mean	SD		
1.	Gender	Boys	63	53.88	10.30	4.16	S
		Girls	87	47.19	8.82		
2.	Age	14	118	48.63	9.18	2.95	S
		Above 14	32	55.05	11.35		
3.	Nature of school	Boys	49	46.05	8.10	3.79	S
		Girls	101	51.91	10.30		
4.	Special tuition going	Yes	29	51.52	10.30	0.89	NS
		No	121	49.64	9.94		
5.	Parents help for study	Yes	141	50.07	10.01	0.31	NS
		No	9	48.96	10.40		
6.	Home study	Yes	110	51.37	10.37	3.23	S
		No	40	46.24	7.87		
7.	Type of student	Hostel	22	53.33	11.64	1.49	NS
		Day scholar	128	49.43	9.63		
8.	Type of school	Govt.	43	48.28	7.85	1.52	NS
		Govt. Aided	107	50.69	10.70		

(At 5% level of significance the table value of 't' is 1.96)

NS - Non significant

S - Significant

It is inferred from the table that there is no significant difference between background variables of Urban secondary school students such as special tuition going, parents help for studying, type of student and type of school in their Environment Awareness. It is inferred from the table that there is significant difference between boys and girls Urban secondary school students in their Environment Awareness. That is, Boys (M=53.88) are better than girls, (M=47.19) in their Environment Awareness. It is inferred from the table that there is significant difference between 14 years and above 14 years age of Urban secondary school students in their Environment Awareness. That is, above 14 years age of students (M=55.05) are better than 14 years age of students (M=48.63) in their Environment Awareness. It is inferred from the table that there is significant difference between boys schools and girls schools Urban secondary school students in their Environment Awareness. That is, girls school students (M=51.91) are better than boys school students (M=46.05) in their Environment Awareness. It is inferred from the table that there is significant difference between home study and not home study Urban secondary school students in their Environment Awareness. That is, home study students (M=51.37) are better than not home study students (M=46.24) in their Environment Awareness.

### Educational Implications

The study of environmental education and its practical aspects should be part of syllabus. Topics like environmental awareness, environmental pollution, global warming, ozone depletion and natural hazards

should be included in arts group subjects. Co-Curricular and extracurricular activities should be encouraged to promote awareness of global warming. Teachers should provide opportunities for their students to become aware of using natural environment, natural resources and natural gases. The schools may conduct seminars, group discussions, debates and essay competitions on global warming. The mass media available may be properly utilized to create awareness towards environmental education. Eco club and Nature club should be established in schools.

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**A COMPARITIVE STUDY ON ABSENTEEISM AMONG HIGH SCHOOL AND  
HIGHER SECONDARY STUDENTS IN MADURAI DISTRICT**

<sup>1</sup>T. Minu

<sup>2</sup>Dr. M. Arockia Priscilla

**Abstract**

The title of the study is A Comparitive study on absenteeism among high school and higher secondary students in Madurai District. The aim of this study was to examine and compare the direct and indirect relationship between secondary school students and the higher secondary school students absenteeism, personal factors (academic self- perception, attitudes towards teacher and school, goal valuation and motivation/ self-regulation), family factors (parents' educational level and income), and academic achievement in structural equation model.

**Introduction**

All students, yet for one reason or another, at one time or other time want miss to a day of school. The general tendency to engage in such unwillingness is referred to absenteeism. Student absenteeism is defined by Teasley (2004) as a period of time when a student does not attend school, has become major and continuous problem among high school students in many countries. Indeed, numerous studies conducted to answer a question that is why high school students miss classes. In this notion, Teasley have noted numerous risk factors that contribute to student absenteeism such as family health, low income, poor school climate, drug and alcohol use, transportation problems, and community attitudes towards education.

**Need for study**

Children after the completion of 3 years are admitted to schools naturally. School is the apt place for the students to develop physically, mentally, morally, emotionally and socially and also where their cognitive, affective and psychomotor domains grow. In the present trends school- going is a difficult task for the students. As they feel difficult to go to school, their absence to school rises 9 automatically. Owing to this, their academic progress will go down. Not only the academic side, but also the school management will be affected without students. On considering this, the investigator tried to find out the reason for their absenteeism towards school climate. Hence the present study.

**Objective of the study**

1. To find out the positive relation in absenteeism between high school and higher secondary school students.
2. To find out significance difference in absenteeism among high school and higher secondary school students with respect to gender.
3. To find out significance difference in absenteeism among high school and higher secondary school students with respect to age.
4. To find out significance difference in absenteeism among high school and higher secondary school students with respect to type of school.
5. To find out significance difference in absenteeism among high school and higher secondary school students with respect to type of family.
6. To find out significance difference in absenteeism among high school and higher secondary school students with respect to father's economical status.
7. To find out significance difference in absenteeism among high school and higher secondary school students with respect to mothers' educational status. 14

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8. To find out significance difference in absenteeism among high school and higher secondary school students with respect to distance to school.
9. To find out significance difference in absenteeism among high school and higher secondary school students with respect to percentage of absence.
10. To find out significance difference in absenteeism among high school and higher secondary school students with respect to interest in studies and sports

### Hypothesis

1. There is no significance difference in absenteeism among high school and higher secondary school students with respect to type of family.
2. There is no significance difference in absenteeism among high school and higher secondary school students with respect to father's economical status.
3. There is no significance difference in absenteeism among high school and higher secondary school students with respect to mothers' educational status.
4. There is no significance difference in absenteeism among high school and higher secondary school students with respect to distance to school
5. There is no significance difference in absenteeism among high school and higher secondary school students with respect to interest in studies and sports.

### Methodology

This study is designed as a normative study with survey as method of research employed to compare the high school and higher secondary student's absenteeism in Madurai

Stratified random sampling method was used to compare the IX standard students in high school and XI standard students in higher secondary school in Madurai.

### Findings of the Study

#### Hypothesis: 1

There is a significant positive relationship between in absenteeism between high school and higher secondary school students. The following table 1 gives the relationship between in absenteeism between high school and higher secondary school students.

**Table 1 Correlation Between in Absenteeism among High School and Higher Secondary School Students**

Absenteeism	No. of Students	"R" Value
High school	150	0.1.29
Higher secondary	150	0.1.29

#### Hypothesis: 2

There is no significance difference in absenteeism among high school and higher secondary school students with respect to gender.

**Table 2 Statistical Measures and Results of the Tests of Significance of Difference in Absenteeism of the Mean Scores of High School and Higher Secondary School Students with Respect to Gender**

S. No	Gender	Number	Mean	Standard Deviation	't' Value
1	Boys	121	4.65	5.12	-3.38
2	Girls	179	6.54	5.32	S

#### Hypothesis: 3

There is no significance difference in absenteeism among high school and higher secondary school students with respect to age.

**Table 3 Statistical measures and results of the tests of significance of difference in absenteeism of the mean scores of high school and higher secondary school students with respect age**

Age	Number	Mean	Standard Deviation	't' value
Below 15	136	62.36	7.60	2.11
Above 15	164	64.27	7.94	S

**Hypothesis Verification**

1. There is a significant positive relationship between in absenteeism between high school and higher secondary school students.
2. There is no significance difference in absenteeism among high school and higher secondary school students with respect to gender.
3. There is no significance difference in absenteeism among high school and higher secondary school students with respect to age.

**Educational Implication**

Systematic efforts should be taken to identify the dropouts and to lessen their levels. Activities and programs can be conducted to reduce absenteeism and also to kindle the interest for school going of students. Awareness and educational activities for the parental mass can be conducted to avoid the absenteeism of students. The inducing pupils to participate and organize vocational activities related to school. Provision of adequate physical training can also be given to pupils to avoid absenteeism. Scholarships and rewards can be awarded for students. Impartial treatments over students will reduce absenteeism. 8. School should avoid week end class. Peer relationship should be encouraged in school society. There should be fun and lively interaction in teaching and learning. Workshop and seminar should be conducted by the school in order to reduce anxiety, stress and disliking towards school attendance. Provision of guidance and counseling program to the students to remove depression, fear of others and lack of interest.

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**“PERSONALITY FACTORS AND ACADEMIC ACHIEVEMENT OF  
XI STANDARD STUDENTS IN MADURAI DISTRICT”**

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<sup>1</sup> A. Nancy

<sup>2</sup> P. Indhumathi

### Abstract

The adjective of the study was the level of language anxiety among Higher secondary school students in Madurai. The Investigator uses a stratified random sampling technique to collect 300 samples from Higher secondary schools in Madurai District. The Investigator plans to undertake the survey method as a technique for this study. The Investigator will prepare the questionnaire which has 30 items with 5point scale. The result revealed that **i)** there is no significant difference in language anxiety among Higher Secondary School Students in terms of personality factors. **ii)** there is no significant difference in language anxiety among Higher Secondary School students in terms of study habits. **iii)** there is no significant difference in language anxiety among Higher Secondary School students in terms of the habit of reading newspapers. In the present study higher secondary school students refer to both male and female students studying in the 11<sup>th</sup> and 12<sup>th</sup> standard state board syllabus of Tamil Nadu state from Government, Government aided and Matriculation schools of Madurai District.

### Introduction

Personality factors and academic achievement are associated with personal satisfaction experienced by the subjects, according to certain studies. In turn, the relationship between personality factors and academic achievement is also important. The 'Mental philosophy covers the study of the mind as a separate branch of philosophy. Today psychology is defined as the science of behavior, the way human beings behave, and the reasons for their behavior. A science that systematically studies and attempts to explain observable behavior and its relationship to unseen "Mental" processes that go on inside the organism and to external events in the environment. The goals of psychology are description, explanation, prediction, and control of behavior including subjective experiences.

### Need for the Study

The present investigation is an attempt to study the Personality, of the higher secondary school XI standard students. The purpose of this study was to explore and determine the most effective personality techniques and practices that exist among higher secondary school students. This study is very crucial to develop personality and achievement and to reduce the anxiety and frustration among the students. In the present scenario, there is an urgent need to develop the personality of the young generation as they become contributing members of the nation tomorrow. This will also help to improve the study skills of the students.

### Objectives of the Study

- To find out the difference in the personality of the sample regarding
- Gender, Locality, Medium, Type of family, Major, Residency, School type, News Paper Reading
- To find out the difference between male and female XI standard students in their academic achievement
- To find out the relationship between personality factor and academic achievement among the XI standard students

### Hypotheses of the Study

- There is no significant difference between Male and Female XI Standard students in their personality

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- There is no significant difference between Rural and Urban XI Standard students in their personality
- There is no significant difference between Tamil medium and English medium XI Standard students in their personality
- There is no significant difference between joint family single family XI Standard students in their personality

### Operational Definitions

**Personality:** In the present study, personality refers to the distinctive traits of higher secondary school students, the relationship between the traits that interact or hinder the adjustment towards other people and situations.

**Higher Secondary School Students:** In the present study higher secondary school students refer to both male and female students studying in the 11<sup>th</sup> and 12<sup>th</sup> standard state board syllabus of Tamil Nadu state from Government, Government aided and Matriculation schools of Madurai District.

### Methodology

A research methodology is a scientific and systematic research for pertinent information on a specific topic. It is an original contribution to the existing stock of knowledge. It is undertaken to discover answers to questions by applying the scientific method. According to Clifford wordy, "Research comprises defining and redefining problems, formulating a hypothesis, collecting, organizing, and evaluating data, making deductions and research conclusions and at last carefully testing conclusions to determine whether they fit the formulating hypotheses"

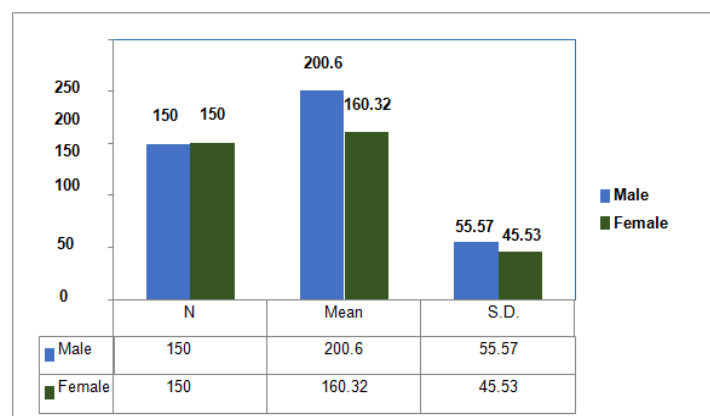
### Inferential Analysis

**Hypothesis: 1** There is no significant difference between Male and Female XI Standard students in their personality.

**Table 1 Showing The Mean, S.D, and T-Value of Value Personality in Their Gender**

Gender	N	Mean	S.D.	't' Value	't' Table Value	Significance at 5% Level
Male	150	200.6	55.57	6.94	1.96	Significant
Female	150	160.32	45.53			

**Fig: 1 Sample Distribution Based on Personality Level of Gender**

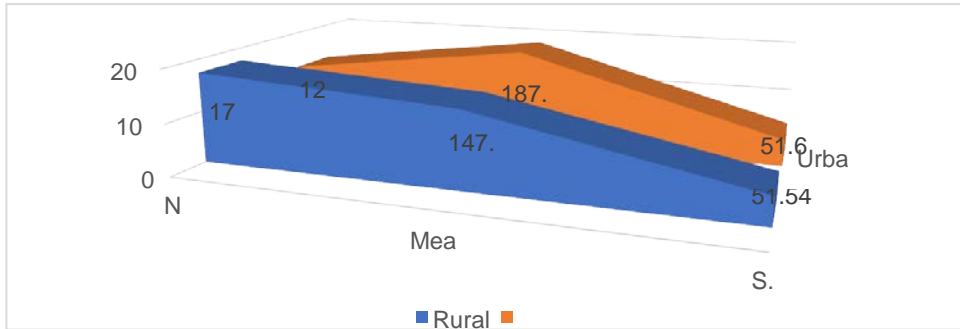


**Hypothesis: 2** There is no significant difference between Rural and Urban XI Standard students in their personality

**Table 2 Showing The Mean, S.D and T--Value of Value Personality in their Locality**

Locality	N	Mean	S.D.	't' Value	't' Table Value	Significance at 5% Level
Rural	175	147.50	51.54	6.69	1.96	Significant
Urban	125	187.91	51.62			

**Fig: 2 Sample Distribution Based on Personality Level of Locality**

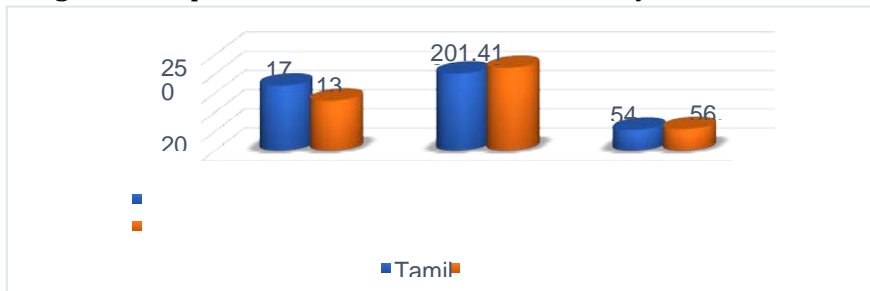


**Hypothesis: 3** There is no significant difference between Tamil medium and English medium XI Standard students in their personality

**Table 3 Showing The Mean, S.D and T-Value of Value Personality in their Medium**

Medium	N	Mean	S.D.	't' Value	't' Table Value	Significance at 5% Level
Tamil	170	201.41	54.23	2.19	1.96	Significant
English	130	215.62	56.47			

**Figure 3 Sample Distribution Based on Personality Level of Medium**

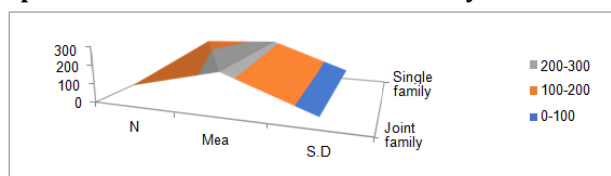


**Hypothesis: 4** There is no significant difference between joint family single family XI Standard students in their personality

**Table 4 Showing the Mean, S.D and T-Value of Value Personality in Their Family**

Family Types	N	Mean	S.D.	't' Value	't' Table Value	Significance at 5% Level
Joint family	115	225.31	61.25	2.34	1.96	Significant
Single family	185	209.11	53.15			

**Fig: 4 Sample Distribution Based on Personality Level of family**



**Hypotheses of the Verification**

- There is no significant difference between Male and Female XI Standard students in their personality
- There is no significant difference between Rural and Urban XI Standard students in their personality
- There is no significant difference between Tamil medium and English medium XI Standard students in their personality
- There is no significant difference between joint family single family XI Standard students in their personality

**Recommendations**

The empirical part of this thesis was to investigate the relationship between personality traits and academic achievement of students at a higher secondary school. The results of the current study indicate positive correlations between academic achievement and the personality trait conscientiousness and its conceptually underlying facets order and self-discipline. The results also indicate a positive correlation between academic achievement and the character strengths of persistence, love of learning, perspective and open-mindedness, and a negative correlation with spirituality and teamwork. Hence, the results contribute to the accumulated source of knowledge about factors affecting academic achievement, which have been stated as important for the field of learning and education. Additionally, in the light of previous studies mainly conducted in other countries than Sweden, these results indicate that this relation can be accounted for in Sweden as well.

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**"INFLUENCE OF SOFTSKILLS IN TEACHING COMPETENCY AMONG THE  
STUDENT TEACHERS IN B.ED COLLEGES IN MADURAI DISTRICT"**

<sup>1</sup>J. Nathiya  
<sup>2</sup>A. Roseline Annal

### Abstract

The objective of the study was the influence of soft skills in teaching competency among the student teachers in B.ED colleges in Madurai District. The investigator uses stratified random sampling technique for collect 300 samples from B.ED colleges in Madurai District. The investigator plans to undertake survey method as technique for this study and she will prepare the questionnaire which has 30 items with 5 points scale. The result revealed that i) there is no significant difference between the soft skills and teaching competency among the student- teachers in terms of gender. ii) there is no significant difference between the soft skills and teaching competency among the student-teachers in terms of age. iii) there is no significant difference between the soft skills and teaching competency among the student-teachers in terms of graduation.

### Introduction

The present study is a survey in nature to find out "Influence of soft skills in teaching competency among the student teachers in B.ED colleges in Madurai District" The investigator in order to find out the influence of soft skills among B.ED student teachers has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The finding and conclusion drawn from the data have been recorded in this study.

### Need for study

Teaching is a complex set of a task which demands the ability to understand, to communicate, to inspire and to motivate the students, to create patience, values, intelligence, enthusiasm and empathy. Teaching -learning, being a process of interaction and interpretation becomes meaningful and successful only in the presence and application of soft skills and teaching competency in the classroom. Therefore the problem of the study is to investigate the Soft Skills about teaching Competency of Prospective teachers. The investigator's personal observations have been supported in this study.

### Objectives of the study

1. To find out the significant difference between the soft skills and teaching competency among the student-teachers in terms of gender.
2. To find out the significant difference between the soft skills and teaching competency among the student-teachers in terms of age.
3. To find-out the significant difference between the soft skills and teaching competency among the student-teachers in terms of graduation.

### Hypotheses of the study

1. There is no significant difference between the soft skills and teaching competency among the student-teachers in terms of gender.
2. There is no significant difference between the soft skills and teaching competency among the student-teachers in terms of age.
3. There is no significant difference between the soft skills and teaching competency among the student-teachers in terms of graduation.

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### Hypotheses of the study

1. There is no significant difference between the soft skills and teaching competency among the student-teachers in terms of gender.
2. There is no significant difference between the soft skills and teaching competency among the student-teachers in terms of age.
3. There is no significant difference between the soft skills and teaching competency among the student-teachers in terms of graduation.

### Terms and Definitions

- Soft skills refers to the career mobility of the student teachers.
- B.ED college student- teacher's refers to students doing UG and PG in B.ED college student-teacher's of Madurai.

### Methodology in Brief

The investigator uses stratified random sampling technique for collect 300 samples from B.ED colleges in Madurai District. The investigator plans to undertake survey method as a technique for this study. The investigator will prepare the questionnaire which has 30 items with 5 points scale. (Strongly agree, Agree, Undecided, Disagree, Strongly Disagree).

### Findings of the study

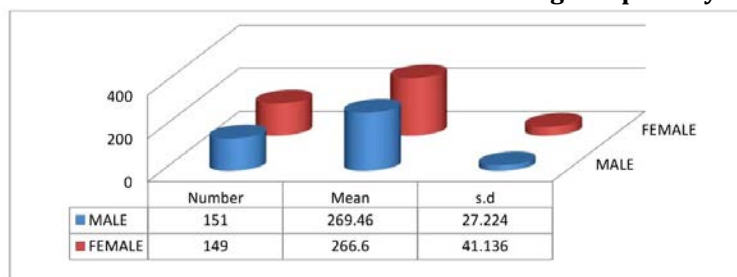
#### Hypothesis 1:

There is no significant difference between the soft skills and teaching competency among the student-teachers in terms of gender.

**Table 1: Statistical measures and results of the tests of no significance of difference between the mean scores of soft skills and teaching competency n terms of gender**

Gender	N	Mean	S.D	t value	Critical Value	Level of Significance
Male	151	269.46	27.224	0.721	1.96 for degrees of freedom of 298 at 0.05 level	NS
Female	149	266.60	41.136			

**Figure 1: Graph shows the statistical measures and results of the tests of no significance of difference between the mean scores of soft skills and teaching competency in terms of gender**



#### Hypothesis 2

There is no significant difference between the soft skills and teaching competency among the student-teachers in terms of age.

**Table 2 Statical measures and results of the tests of no significance of difference between the mean scores of soft skills and teaching competency in terms of age**

Gender	N	Mean	S.D	t value	Critical Value	Level of Significance
Below 23	142	267.52	39714	0.204	1.96 for degrees of freedom of 298 at 0.05 level	NS
Above 23	158	268.34	30991			

**Figure 2 Graph shows the statistical measures and results of the tests of no significance of difference between the mean scores of soft skills and teaching competency in terms of age**



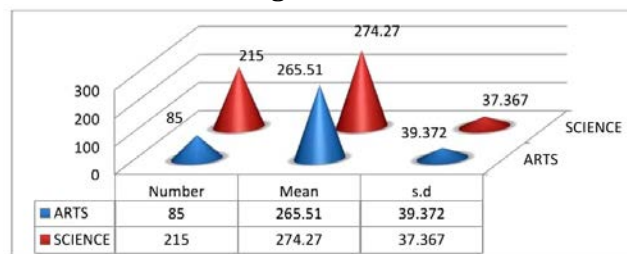
### Hypothesis 3

There is no significant difference between the soft skills and teaching competency among the student-teachers in terms of graduation.

**Table 3 Statistical measures and results of the tests of no significance of difference between the mean scores of soft skills and teaching competency in terms of graduation**

Graduation	N	Mean	S.D	t value	Critical Value	Level of Significance
Arts	85	265.51	39.372	3.853	1.96 for degrees of freedom of 298 at 0.05 level	NS
Science	215	274.27	37.367			

**Figure 3 Graph shows the Statistical measures and results of the tests of no significance of difference between the mean scores of soft skills and teaching competency in terms of graduation**



### Hypothesis Verification

1. There is no significant difference between the soft skills and teaching competency among the student- teachers in terms of gender.
2. There is no significant difference between the soft skills and teaching competency among the student-teachers in term of age.
3. There is no significant difference between the soft skills and teaching competency among the student- teachers in terms of graduation.

### Educational implications

The present study is an attempt to find out the prospective teachers soft skills as related to teaching competency. The researcher has furnished some of the implications which will be highly useful for the educational institutions to improve soft skills. The educational institutions must conduct certain programs to enhance prospective teachers teaching competency and also highlight the significance of teaching competency. Apart from these, management should create a conducive environment to create a conducive environment to create interest among the prospective teachers which in turn develop a positive teaching competency.

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**AN EXPERIMENTAL STUDY OF UTILISATION OF MONTESSORI IN  
CHILD DEVELOPMENT IN CBSE SCHOOL AT MADURAI**

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<sup>1</sup>R. Rajalakshmi

<sup>2</sup>Dr. Arockia Priscilla

### Abstract

The objective of the study was to find the utilization of Montessori usage in child development. The investigator used experimental techniques for collected 50 samples from CBSE school at Madurai district. The investigator plans to undertake Experimental method as the technique for the study. The investigator use different experiment to techniques for study with concentrating on mainly three experiment conducting pre and post test. The result revealed that i) there is no significant difference between the mean scores of experimental group and control group in the Pre-test. ii) there is no significant difference between the Post-test mean scores of control group and experimental group. iii) there is no significant difference between the mean scores of the Pre -test and Post test of the control group. iv) There is significant difference between the Pre -test and Post test mean scores of experimental groups.

### Introduction

The present study is an experimental in nature to find out “An experimental study on utilization of Montessori in child development”. The investigator in order to find the Montessori utilization in child development in CBSE school at Madurai students has developed and validated a tool for the study. The validated tool was administered in the sample selected for the study. The finding and conclusion dawn from the data have been recorded in the study.

### Objectives of the Study

1. To find the significant difference between the mean scores of experimental group and control group in the Pre-test.
2. To find out the significant difference between the Post-test mean scores of control group and experimental group.
3. To find out the significant difference between the mean scores of the Pre -test and Post test of the control group.
4. To find out the significant difference between the Pre -test and Post test mean scores of experimental groups.

### Hypothesis Formulated

1. There is no significant difference between the mean scores of experimental group and control group in the Pre-test.
2. There is no significant difference between the Post-test mean scores of control group and experimental group.
3. There is no significant difference between the mean scores of the Pre -test and Posttest of the control group.
4. There is no significant difference between the Pre -test and Posttest mean scores of experimental groups.

### The Terms and Definition

Experimental - having a practical experience Utilization - usefulness (or) Practical value.

Montessori - A system of education for young children that seeks to develop natural interests and activities rather than use formal teaching methods Child development - the child development refers to the sequence of physical, language, thoughts and emotional changes that occur from birth being of adulthood CBSE - central board of secondary education.

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<sup>2</sup>Principal, Mangayarkarasi College of Education, Paravai, Madurai District, Tamil Nadu

### Methodology in brief

The investigator uses experimental method for collecting sample from the school students in Madurai district. The investigator plans to undertake experimental method as a techniques for this study.

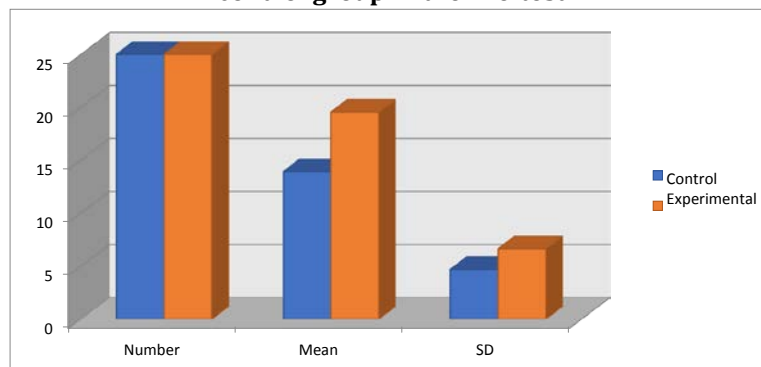
### Finding of the study Hypothesis 1

There is no significant difference between the mean scores of experimental group and control group in the Pre-test

**Table 1 Mean, S.D and 't' values for the no significant difference between the mean scores of experimental group and control group in the Pre-test**

Group	Number	Mean	SD	't' Value	Level of Significance
Control	25	13.56	4.64	1.59	N.S
Experimental	25	15.96	5.57		

**Figure 1 Bar diagramme shows that the mean, S.D, and 't' values for the no significant difference between the mean scores of experimental group and control group in the Pre-test**



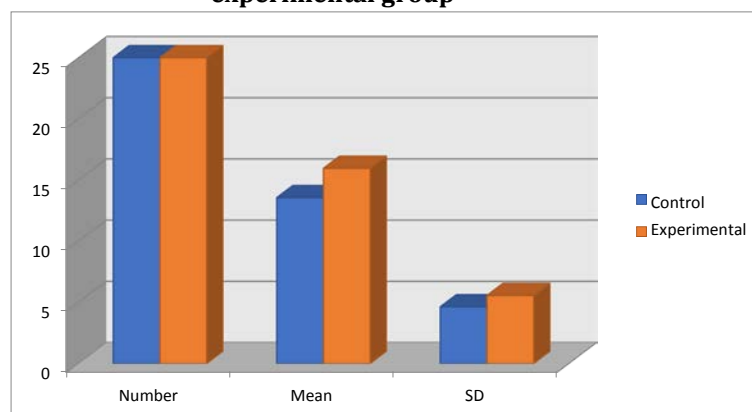
### Hypothesis 2

There is no significant difference between the Post-test mean scores of control group and experimental group.

**Table 2 Mean, S.D and 't' values for the no significant difference between the Post-test mean scores of control group and experimental group**

Group	Number	Mean	SD	't' Value	Level of Significance
Control	25	13.92	4.69	3.50	S

**Figure 2 Bar diagramme shows that the mean, S.D, and 't' values for the no significant difference between the Post-test mean scores of control group and experimental group**





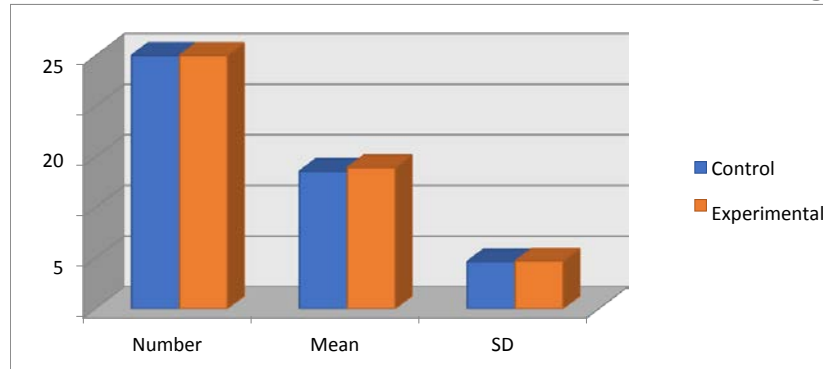
**Hypothesis 3**

There is no significant difference between the mean scores of the Pre -test and Posttest of the control group.

**Table 3 Mean, S.D and 't' values for the no significant difference between the mean scores of the Pre -test and Posttest of the control group**

Group	Number	Mean	SD	't' Value	Level of Significance
Pre-test	25	13.56	4.64	1.12	N.S

**Figure 3 Bar diagramme shows that the mean, S.D, and 't' values for the no significant difference between the mean scores of the Pre -test and Posttest of the control group**



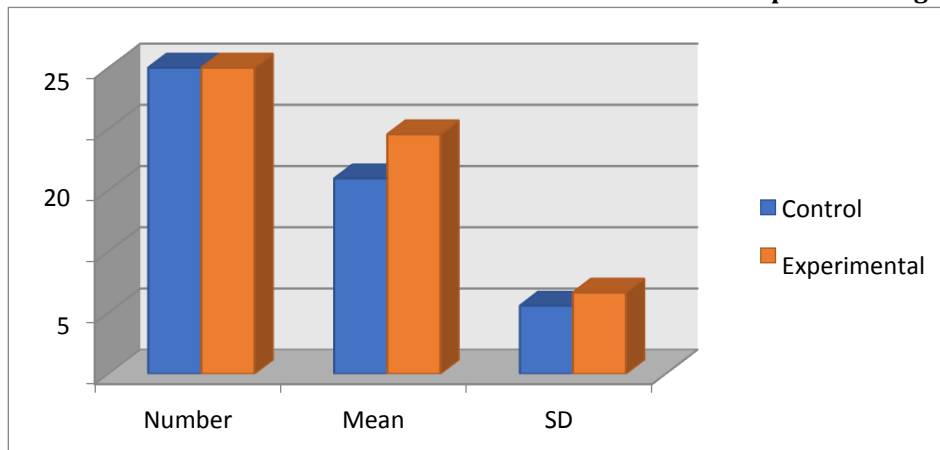
**Hypothesis 4**

There is significant difference between the Pre -test and Posttest mean scores of experimental groups.

**Table 4 Mean, S.D and 't' values for the significant difference between the Pre-test and Posttest mean scores of experimental groups**

Group	Number	Mean	SD	't' Value	Level of Significance
Pre- test	25	15.96	5.57	6.02	S
Post-test	25	19.56	6.64		

**Figure 4 Bar diagramme shows that the mean, S.D, and 't' values for the significant difference between the Pre -test and Posttest mean scores of experimental groups**



**Hypothesis Verification**

1. There is no significant difference between the mean scores of experimental group and control group in the Pre-test.
2. There is no significant difference between the Post-test mean scores of control group and experimental group.
3. There is no significant difference between the mean scores of the Pre -test and Posttest of the control group.
4. There is significant difference between the Pre -test and Posttest mean scores of experimental groups.

**Educational Implication**

**Competence:** Children in Montessori schools are often several years above grade level in their basic skills. Also, since the Montessori education is comprehensive, children are often exceptionally knowledgeable in a number of other areas as well. **Self-discipline:** Montessori schools are well known for children's development of self-discipline. Children choose to work long and hard. They treat materials and others with respect. They display patience, and resistance to temptation, and the ability to attend for long periods. **Social Adjustment:** Montessori school children usually strike a visitor as friendly, empathetic, and cooperative. The classroom is a cheerful social community where children happily help each other. It is not uncommon to see a child offer to help another child. **Happiness:** Most parents of children in a Montessori school comment on how much their children love school.

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**A STUDY ON PROBLEM SOLVING ABILITY IN MATHEMATICS IN RELATION TO  
THEIR ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS  
IN DINDIGUL DISTRICT**

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<sup>1</sup>P. Sharmila

<sup>2</sup>T. Suganya

### Abstract

The present study aims to find out the relationship between problem solving ability and achievement in mathematics of higher secondary students. Fifty five, higher secondary students were randomly selected as sample. Survey method was adopted for the study. The data was collected using a test on problem solving ability. The t-test, chi-square test and person's product moment correlation were applied to test the hypotheses. Interpretation were drawn based on the findings. Problem solving ability of the higher secondary students was found to be an average and there was a high positive correlation between problem solving ability and achievement in mathematics.

### Introduction

The present study is a survey study in nature to find out the Problem Solving Ability among Higher Secondary Students in Dindigul district. The study is find out the problem solving ability among higher secondary students in dindigul district in terms of various sub groups of the sample identified to the study. In order to find out the problem solving ability among higher secondary students in terms of various sub groups of the sample, investigator constructed and validated a problem solving test. The test was conducted with higher secondary students and data were collected and analyzed. The findings and conclusions drawn from the data are recorded in this study report.

### Need and significance of the Study

Mathematical problems play an important role in helping students to participate in problem-solving activities and stimulate their learning abilities. The problems should be challenging enough for students to solve in order to enhance their knowledge and comprehension. This type of activity develops student's curiosity in solving mathematics problems and successfully enhances their cognitive processes.

### Objectives of the Study

1. To find out whether there is any significant difference in problem solving ability and academic achievement among higher secondary students in terms of gender.
2. To find out whether there is any significant difference in problem solving ability and academic achievement among higher secondary students in terms of location of the school.
3. To find out whether there is any significant difference in problem solving ability and academic achievement among higher secondary students in terms of type of the school. **HYPOTHESIS**

### Formulated for the Study

1. There is no significant difference in problem solving ability and academic achievement among higher secondary students in terms of gender.
2. There is no significant difference in problem solving ability and academic achievement among higher secondary students in terms of location of the school.
3. There is no significant difference in problem solving ability and academic achievement among higher secondary students in terms of type of the school

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**Terms and Definitions**

Refers to the strategy in solving the problems in the studies as well as personal problems of the higher secondary school students

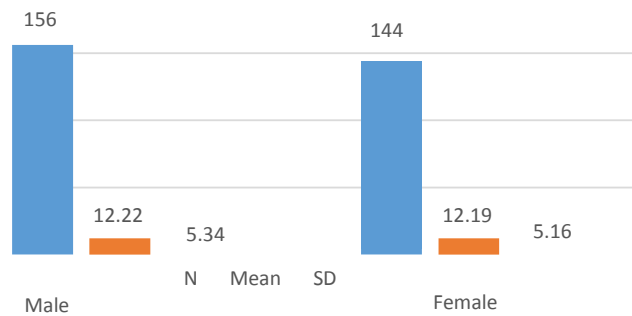
**Methodology in Brief**

**Hypothesis 1**

There is no significant difference in problem solving ability and academic achievement among higher secondary students in terms of gender.

**Table 4.1 Mean, S.D 'T' Values in Problem Solving Ability and Academic Achievement among Higher Secondary Students in Terms of Gender**

Gender	N	Mean	SD	't' Value	Critical Value	Level of Significance
Male	156	12.22	5.34	0.534	1.960 for degree of freedom of 298 at 0.05 level	No Significance
Female	144	12.19	5.16			

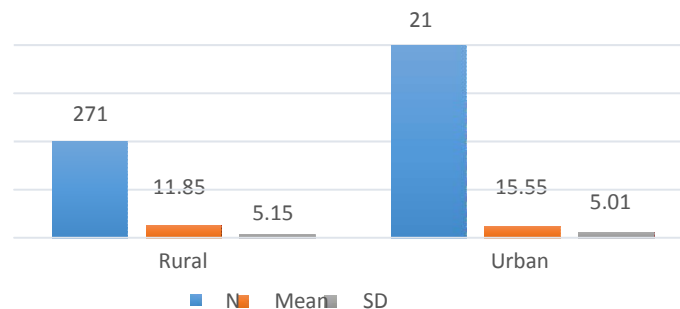


**Hypothesis 2**

There is no significant difference in problem solving ability and academic achievement among higher secondary students in terms of location of the school

**Table 4.2 Mean, s.d,'t' Values in Problem Solving Ability and Academic Achievement among Higher Secondary Students in Terms of Location of the School**

Location of the school	N	Mean	SD	't' Value	Critical Value	Level of Significance
Rural	271	11.85	5.15	1.689	1.960 for degree of freedom of 29 at 0.05 level	No Significance
Urban	29	15.55	5.01			

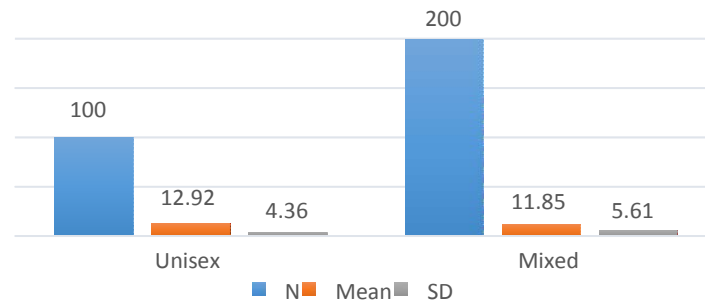


**Hypothesis 3**

There is no significant difference in problem solving ability and academic achievement among higher secondary students in terms of type of the school.

**Table 4.3 mean, s.d, 't' values in problem solving ability and academic achievement among higher secondary students in terms of type of school**

School type	N	Mean	SD	't' Value	Critical Value	Level of Significance
Unisex	100	12.92	4.36	1.67	1.960 for degree of freedom of 298 at 0.05 level	No Significance
Mixed	200	11.85	5.61			



### Findings of The Study

After processing the data, the investigator found out the following as findings of the study:

1. There is no significant difference in problem solving ability and academic achievement among higher secondary students in terms of gender.
2. There is no significant difference in problem solving ability and academic achievement among higher secondary students in terms of location of the school.
3. There is no significant difference in problem solving ability and academic achievement among higher secondary students in terms of type of the school.

### Educational Implications

The present study has got educational implications that is the reflection of problem solving ability and academic achievements among higher secondary students. The study has revealed that 40.4% of higher secondary school students are poor in the problem solving ability. 31% of students are Average in problem solving ability. 16% of students are very poor in problem solving ability. 10.3% of students are good in problem solving ability. 2.3% of students are very good in problem solving ability. The study has given another one picture that is the higher secondary school students are uniform in their problem solving ability in terms of gender, location of the school, school type, residence, study habit, medium of the school, father's educational qualification, mother's educational qualification, monthly income, participation in sports. These variables do not signify any differences among higher secondary school students.

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**A STUDY ON PROFESSIONAL STRESS AMONG SCHOOL TEACHERS IN MADURAI**

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<sup>1</sup>V.G. Sheeba<sup>2</sup>Dr. M. Arockia Pricilla**Abstract**

The objective of the study was to find out the level of Professional stress among higher secondary school teachers. The investigator used stratified random sampling technique to collect 200 samples from Bed colleges in Madurai district. The investigator prepared the questionnaire which has 38 items with 3 point scale. The result revealed that: The higher secondary school teachers do not have stress. There is no significant difference in Professional stress among higher secondary school teachers in terms of gender, in terms of age, in terms of marital status, in terms of educational qualification, in terms of types of school, in terms of locality, in terms of experience, in terms of nature of the subject the teacher handling.

**Introduction**

The present study is a survey in nature to find out “the level of Professional stress among higher secondary school teachers in Madurai“. The investigator in order to find out the stress level among Higher secondary school teachers has developed and validated a tool for study. The validated tool was administered to the sample selected for the study. Data was collected from the sample. The collected data was given appropriate statistical treatment. The findings and conclusion drawn from the data have been recorded in this study.

**Need for study**

Teaching is becoming more challenging as a profession and it is one of the most significant and visible profession in the world. Schools are as important as any other organization in the world. These are tough times to be a teacher. The nature and organization of the job make teaching inherently difficult. Teachers face new challenges and opportunities from increasingly diverse and needy student population. Demand on teachers who develop new knowledge and skills to perform new tasks are rapidly increasing. So too are the expectations for school and teacher performance and accountability. Taken together, the characteristics and conditions of teaching present increasingly stressful situations for teachers and situations that may have positive or deleterious consequences for them and for their work with students. We framed this analysis with a conceptual and theoretical overview of psychological stress in the workplace, focusing particularly on organizational sources and consequences of stress. This overview draws primarily on literature from social psychology, organizational and industrial psychology, and organizational studies. The investigator’s personal observations have been supported in this study. The investigator’s experience and ideas arising from her years of teaching profession also helped to shape the study

**Objectives of the Study**

The study has formulated the following objectives:

To find out the level of Professional stress among higher secondary school teachers, in terms of gender, in terms of age, in terms of marital status, in terms of educational Qualification, in terms of types of school, in terms of locality, in terms of teaching experience, in terms of nature of the subject the teacher handling.

**Hypothesis of the Study**

The higher secondary school teachers do not have stress, no significant difference in Professional stress among higher secondary school teachers in terms of gender, in terms of age, in terms of marital status, in terms of educational qualification, in terms of types of school, in terms of locality, in terms of experience, in terms of nature of the subject the teacher handling.

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### Terms and Definitions

The term "Stress" is borrowed from the discipline of physics. Stress actually means pressure. It is inner pressure caused by three set of factors as mentioned below:

- Endogenous. • Exogenous. • Interaction of endogenous and exogenous factors.

Endogenous means internal (endo means inter; genus means origin or genesis) or origination from within; exogenous means external (exo means outside) or originating from outside. The third set of factors would emerge when the internal and external factors interact with each other.

### Methodology in Brief

The investigator used stratified random sampling technique to collect 200 samples from Bed colleges in Madurai district. The investigator planned to undertake survey method as a technique for this study.

The investigator prepared the questionnaire which has 36 items with 3 point scale. (Total control, Partial control no control)

### Findings of the Study

After processing the data the investigator finding the following results. The majority of school teachers are having Professional stress at medium level. A considerable number of teachers are having Professional stress at low level. But only 8.78% percent of teachers have Professional stress at very high level.

There exists significant difference in Professional stress among higher secondary school teachers in terms of gender. Hence, the null hypothesis 1 stated is rejected. The mean value of male teachers (25.71) is higher than the female teachers (33.81). The male teachers are found be having more professional stress than female teachers. There exists significant difference in Professional stress among higher secondary school teachers in terms of gender. The male teachers are found to be more stressful than female teachers.

There is no significant difference in Professional stress among higher secondary school teachers in terms of age. Hence, the null hypothesis 3 stated is accepted.

- There exists significant difference in Professional stress among higher secondary school teachers in terms of marital status. Hence, the null hypothesis 4 stated is rejected.
- There exists significant difference in Professional stress among higher secondary school teachers in terms of qualification. Hence, the null hypothesis 5 stated is rejected.
- The obtained "t" value is 0.909 for the significant difference in Professional stress between government school teachers and matric school teachers. It is lesser than the critical value of 1.960 for df of 143 at 0.05 level. Hence, there is no significant difference in Professional stress between government school teachers and matriculation teachers.
- The obtained "t" value is 6.5 for the significant difference in Professional stress between governments aided teachers and matriculation teachers. It is higher than the critical value of 1.960 for df of 148 at 0.05 level. Hence there is significant difference in Professional stress between government aided and matriculation school teachers. Therefore the hypothesis stated is rejected.
- It may be concluded that there is no significant differences in Professional stress among higher secondary school teachers in terms of type of school.
- Hence, there are no significant differences between government teachers and government aided teachers in stress.
- There is no significant difference in Professional stress among higher secondary school teachers in terms of type of school.
- There is significant in Professional stress among higher secondary school teachers in terms of locality. Hence, it may be there exists significance interpreted that in Professional stress among higher secondary school teachers in terms of locality.

Hence, Null Hypothesis 5 is rejected. From the above, it may be concluded that there is significant in Professional stress among higher secondary school teachers in terms of locality.

- There is the significant difference in Professional stress among higher secondary school teachers in terms of teaching experience. The school teachers having experience 5-10 years are more stressful followed by teachers having experience below 5 years and teacher having experience above 10 years.
- There is no significant difference in Professional stress among higher secondary school teachers in terms of nature of the subjects the teachers handling. Hence, the null hypothesis 9 stated is accepted.

### Hypothesis Verification

The hypotheses have been stated in null form:

- The higher secondary school teachers do not have stress.
- There is no significant difference in Professional stress among higher secondary school teachers in terms of gender.
- There is no significant difference in Professional stress among higher secondary school teachers in terms of age.
- There is no significant difference in Professional stress among higher secondary school teachers in terms of marital status.
- There is no significant difference in Professional stress among higher secondary school teachers in terms of educational qualification.
- There is no significant difference in Professional stress among higher secondary mathematics teaches in terms of types of school.
- There is no significant difference in Professional stress among higher secondary school teachers in terms of locality.
- There is no significant difference in Professional stress among higher secondary school teachers in terms of experience.
- There is no significant difference in Professional stress among higher secondary school teachers in terms of nature of the subject the teacher handling.

### Educational Implications

The present study has got educational implications that it is the reflection of Professional stress level experienced by teachers in higher secondary schools. The majority of teachers taken in the sample about 54.63% have Professional stress at moderate level while 36.58 % of teachers are experiencing Professional stress only at low level. Only 8.78% of teachers are having Professional stress at severe level. There may be a lot of reasons for the teachers to experience severe stress. It may be due to biological, sociological and psychological causes. It might be because of poor planning, lack of personal morale and etc. The study highlights the point that the teachers are having Professional stress at moderate level. Mostly the govt. and govt. aided schools have been selected for this study. These schools appoint teachers after a lot of years' experience in teaching profession. They may be from the age of 40 to 58. In this age psychologically they are in the mature adult stage. Naturally they may have good emotional balance.

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**THE IMPACT OF MOTHER TONGUE IN CHILDREN'S LEARNING AND  
IT'S ROLE IN CHILD DEVELOPMENT**

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<sup>1</sup>S. Soniya Gandhi

<sup>2</sup>R. Jamuna Rani

### Abstract

The objective of the study was to understand the impact of mother tongue on children's learning and development. The investigator uses simple random sampling technique for selecting the sample from the population. The sample consists of 200 respondents, out of which, 160 were teachers and 40 were parents. The investigator plans to undertake survey method as a technique for this study. The investigator will prepare the questionnaire which has 25 items with 5 point scale. The result revealed that a) There is no significant difference of home language environment in the impact of mother tongue in terms of Teacher's educational qualification. b) There is no significant difference of school language of instruction in the impact of mother tongue in terms of teacher's educational qualification. c) There is no significant difference in the impact of mother tongue in terms of parent's background. d) There is no significant difference in the impact of mother tongue in terms of parent's medium of study.

### Introduction

The present study is survey in nature to find out "The impact of mother tongue on children's learning and its role in child development". The investigator in order to find out the impact of mother tongue developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusion drawn from the data have been recorded in this study.

### Need for the Study

According to research by UNESCO (2008) children are better placed to become literate easily when they start learning using their first language L1, than when they try to learn directly using a second language (English or L2).

### Objectives of the Study

The research focused on the following objectives

1. To establish the role and importance of mother tongue in the school children's learning and development.
2. To establish the role and importance of school language of instruction in the school children's learning and development.
3. To examine teacher's perception of the mother tongue as a medium of instruction in primary schools.
4. To evaluate the implementation of the educational language policy in India on the holistic development of the school children.

### Hypotheses of the Study

1. There is no significant difference of home language environment in the impact of mother tongue in terms of Teacher's educational qualification.
2. There is no significant difference of School Language of Instruction in the impact of mother tongue in terms of Teacher's educational qualification.
3. There is no significant difference in the impact of mother tongue in terms of parent's background.
4. There is no significant difference in the impact of mother tongue in terms of parent's medium of study.

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## Terms and Definitions

Impact – refers to strong effect on someone or something, Mother Tongue – refers to the language which a person has grown up speaking from early childhood, Learning – refers to the acquisition of knowledge or skills through study, experience, or being taught, Development – refers to the process of being developed and Child – refers to the young human being below the age of puberty.

## Methodology in Brief

The investigator uses simple random sampling technique to collect 200 samples from the private English medium school teachers and parents. She plans to undertake survey method as a technique for this study. The investigator will prepare the questionnaire which has 25 items with 5 point scale. (Strongly Agree, Agree, Neutral, Disagree and Strongly Disagree)

## Findings of the Study

### Hypothesis 1

There is no significant difference of home language environment in the impact of mother tongue in terms of Teacher's educational qualification.

**Table 1 Difference of Home Language Environment in the Impact of Mother Tongue in Terms of Teacher's Educational Qualification**

Educational Qualification	N	Mean	SD	"t" value	Significance at 0.05 level
Undergraduate	48	30.96	5.363	1.081	Not Significant
Postgraduate	112	29.44	9.086		

It is evident from table 1 that the obtained 't' value is 1.081 which is within the t- value 1.96 at 0.05 levels of significance. This shows that there is no significant difference of home language environment in the impact of mother tongue in terms of teacher's educational qualifications. **Hence the hypothesis is accepted.**

### Hypothesis 2

There is no significant difference of School Language of Instruction in the impact of mother tongue in terms of Teacher's educational qualification.

**Table 2 Difference of School Language Instruction in the impact of Mother Tongue in terms of Teacher's Educational Qualification**

Educational Qualification	N	Mean	SD	"t" value	Significance at 0.05 level
Undergraduate	48	23.33	5.075	1.131	Not Significant
Postgraduate	112	22.06	7.033		

It is evident from table 2 that the obtained 't' value is 1.131 which is within the range of t- value 1.96 at 0.05 levels of significance. This shows that there is no significant difference of school language of instruction in the impact of mother tongue in terms of teacher's educational qualification. **Hence the hypothesis is accepted.**

### Hypothesis 3

There is no significant difference in the impact of mother tongue in terms of parent's background.

**Table 3 - Difference in the impact of Mother Tongue in terms of Parent's Background**

Background	N	Mean	SD	"t" value	Significance at 0.05 level
Rural	13	27.38	1.121	1.681	Not Significant
Urban	27	28.26	1.701		

It is evident from table 3 that the obtained 't' value is 1.681 which is within the range of t- value 1.96 at 0.05 levels of significance. This shows that there is no significant difference of the impact of mother tongue in terms of parent's background. **Hence the hypothesis is accepted.**

#### Hypothesis 4

There is no significant difference in the impact of mother tongue in terms of parent's medium of study.

**Table 4 Difference in the Impact of Mother Tongue in Terms of Parent's Medium of Study**

Medium of Study	N	Mean	SD	"t" value	Significance at 0.05 level
Tamil	6	27.67	0.816	0.515	Not Significant
English	34	28.03	1.678		

It is evident from table 4 that the obtained 't' value is 0.515 which is within the range of t- value 1.96 at 0.05 levels of significance. This shows that there is no significant difference of the impact of mother tongue in terms of parent's medium of study. **Hence the hypothesis is accepted.**

#### Hypotheses Verification

1. There is no significant difference of home language environment in the impact of mother tongue in terms of Teacher's educational qualification. **Accepted**
2. There is no significant difference of School Language of Instruction in the impact of mother tongue in terms of Teacher's educational qualification. **Accepted**
3. There is no significant difference in the impact of mother tongue in terms of parent's background. **Accepted**
4. There is no significant difference in the impact of mother tongue in terms of parent's medium of study. **Accepted**

#### Educational Implications

1. Parents should use grammatically correct mother tongue as they socialize with their children when at home.
2. Primary school teachers should ensure that mother tongue is used when teaching and learning is taking place.
3. The Head teachers should ensure that mother tongue is used when teaching and learning is taking place in primary schools.
4. The ministry of education should ensure that there is proper monitoring in primary schools on the implementation of the educational language policy in India.

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**COGNITIVE SELF MANAGEMENT AND REFLECTIVENESS OF HIGH SCHOOL STUDENTS**

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<sup>1</sup>A. Vasanthakumari

<sup>2</sup>D. Sumathi

### Abstract

The objective of the studies was the cognitive self management and reflectiveness of highschool students. The investigator uses stratified random sampling technique for collect 400 samples from high school students in Paramakudi educational district. The investigator plans to undertake survey method as a technique for this study. The investigator will prepared the questionnar which has 26 items for cognitive management with 3point scale and for reflectiveness questionnar has 37items with 3 point scale. The result revealed that i)68.8% of students have moderate level of cognitive self management.ii)69.3%of students have moderate level of reflectiveness iii) There is no significant difference between 9<sup>th</sup> and 10<sup>th</sup> std highschool students in dimensions positive focus,systematic problem solving,task efficacy, self blame and cognitive self management as a whole with respective class

### Introduction

The present study is a survey in nature to find out cognitive self management and reflectiveness of highschool students. The investigator in order to find out the cognitive self management and reflectiveness of highschool students has developed a validated a tool for the study.the validated tool was administered to the sample selected for the study.data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusion drawn from the data have been recorded in this study

### Objectives of the Study

1. To find out the level of cognitive self-management of high school students.
2. To find out the level of reflectiveness of high school students.
3. To find out the significant difference in cognitive self-management of high school students.
4. To find out the significant difference in reflectiveness of high school students.
5. To find out the significant relationship between cognitive self-management and reflectiveness of high school students.

### Significance of the Study

The present education system prepares young to meet the challenges and demands of the competitive world. The students struggle to cope up with the demanding from the teachers, parents and society. The student who is able to assimilate his past experience into productive way is able to reflect well. Cognitive self-management which includes positive attitude towards work, systematic and planned approach to problem solving, logical reasoning out ability to accept one's own fault, and through knowledge about one's own capacity, strength and limitation helps a student to reflect well. Reflectiveness is the framework or pattern within which creative thinking and reasoning takes place as thinking involves extraordinarily complex mental processes. The students can complete any difficult task with the help of their reflectiveness. Reflectiveness allows the students to solve problems in any situation. So the investigator felt that there should be the relationship between cognitive self-management and reflectiveness. Further, the investigator has identified that there has not been much study undertaken in cognitive self-management. Hence, this study ensures to add to the body of existing knowledge and emphasis its importance for teachers, students, parents, administrators and curriculum designers.

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### Hypotheses

1. There is no significant difference in the cognitive self-management of high school students with respect to class.
2. There is no significant difference in the cognitive self-management of high school students with respect to gender.
3. There is no significant difference in the cognitive self-management of high school students with respect to location of school.
4. There is no significant difference in the cognitive self-management of high school students with respect to nature of school.
5. There is no significant difference in the cognitive self-management of high school students with respect to type of school.

### Terms and Definitions

The investigator adopted the following definitions for the terms used in this study.

#### Cognitive self-management

It is an ability to think in abstract terms. It is the highest stage of intellectual functioning. It is the way of controlling one's self or the ability of individual to control one's self in a systematic problem solving. It includes different dimensions like,

1. Positive focus: It means a way of perceiving problem in an optimistic way in self-monitoring.
2. Systematic problem solving: It is a planned approach in solving a problem.
3. Task efficacy: It refers to carry out the able task with greater motivation whether one could complete it effectively.
4. Self-blame: It is a sort of introspective reward to be overtly self punishing, it covertly consequences- a set of reinforcement.
5. Reasonable goal setting: by removing the depressive ideas and feelings with intrinsic motivation to set up a real goal, both by past experience and by insight learning.

#### Reflectiveness

Reflectiveness involves active, persistent and careful consideration of any belief or supposed form of knowledge in the light of the grounds that support it and further conclusion to which it leads.

#### High School Students

By this term, the investigator means those who are studying in IX and X standard in High or Higher secondary schools in Paramakudi Educational district.

#### Methodology in Brief

The investigator has used simple random sampling technique for selecting the sample from the population. The stratification has been done on the basis of age, gender, religion, caste, nature of school, class, medium of school, locality of the school, type of school. The sample consists of 400 school students from 10 schools.

#### Findings

1. 68.8% of the students have moderate level of cognitive self-management.
2. 69.3% of the students have moderate level of reflectiveness.
3. There is no significant difference between IX and X standard high school students in dimensions positive focus, Systematic problem solving, Task-efficacy, Self-blame and Cognitive self – management as a whole with respect to class. However, there is significant difference between IX and X standard high school students in Reasonable goal setting with respect to class. Moreover, X standard students [8.02] are better than IX standard students [7.62] in their reasonable goal setting.
4. There is no significant difference between male and female high school students in dimensions positive focus and self blame with respect to gender. However, there is significant difference between male and female high school students in dimension systematic problem solving, task

efficacy, reasonable goal setting and cognitive self management as a whole with respect to gender. Moreover, female students [12.83] are better than male students [12.35] in their systematic problem solving. Moreover, female students [10.01] are better than male students [9.68] in their task efficacy. Moreover, female students [8.20] are better than male students [7.65] in their reasonable goal setting. Moreover, female students [58.59] are better than male students [56.86] in their cognitive self-management.

5. There is no significant difference in positive focus, systematic problem solving, task efficacy with respect to location of school. But there is significant difference in self blame, reasonable goal setting and cognitive self-management as a whole with respect to location of school. Moreover, rural school students [11.74] are better than urban school students [11.0] in their self blame. Moreover, rural school students [8.19] are better than urban school students [7.52] in their reasonable goal setting. Moreover, rural school students [58.26] are better than urban school students [56.74] in their cognitive self-management.

### Recommendations

1. Teachers can motivate the students in order to develop the cognitive ability of the students.
2. A new examination system would be appreciable to evaluate the creativity and cognitive ability of the students.
3. Career guidance and counselling programmes can be provided the management in order to develop self-awareness among the students.
4. A special curriculum may be framed in such a way that they are updated and help the students to develop the cognitive skills of the students.
5. A new examination system would be appreciable to evaluate the creativity, reflectiveness ability of the students.

### Suggestions for Further Research

The following topics can be probed further.

1. Influence of cognitive self-management and Reflectiveness on academic achievement of high school students.
2. Relationship between Reflectiveness and Cognitive self-management of higher secondary students.
3. Impact of Self-management on academic achievement of high school students.
4. Relationship between locus of control and cognitive self-management of IX standard students.
5. A comparative study of rural and urban college students in relation to cognitive self-management.
6. A study of reflectiveness of academically gifted children.
7. Relationship between self-efficacy and reflectiveness of high school students.
8. Relationship between cognitive self-management, reflectiveness and risk-taking of high school students.

### Educational Implications

1. Behavioral self-management approach offers some independent task performance in all students.
2. Task performance, academic productivity and accuracy in learning can be increased.
3. Self-monitoring helps the students to assess and control attention.
4. Students can reflect their positive qualities beyond the academic environment.
5. The ability to solve daily problems has increased among the students.
6. The students can avoid committing mistakes and improve the quality of work.

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**STUDY ON STRESS MANAGEMENT OF HIGHER SECONDARY  
STUDENTS WITH REGARDING TO YOGA PRACTICING**

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<sup>1</sup> P. Velladurai

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**Abstract**

The main objectives of the study were to find out the level of stress management of higher secondary with regarding to daily doing yoga practice and to find out the significant difference between daily doing yoga practice and not daily doing yoga practice of higher secondary students in their stress management. The sample consists of 300 higher secondary students randomly selected from 10 higher secondary schools in Sivagiri, Kadayanallur and Sankaran kovil taluks from Tenkasi district. The stress management scale was used for collection of data. The research reveals that the level of stress management of higher secondary students was moderate and there is significant difference found between daily doing yoga practice and not daily doing yoga practice of higher secondary students in their stress management.

**Keywords:** stress management, higher secondary students

**Introduction**

Stress is defined as “a state of psychological and physiological imbalance resulting from the disparity between situational demand and the individual's ability and motivation to meet those needs.”

Stress Management means rearrange or do something different in our life to avoid the constant or regular stressful situation. It is managing one's response or reaction when he is in stressful situation. It is not just a trick but, it means technique to reduce the stress. It is just need to think “Can I change the situation so that it does not cause me stress anymore.” Stress Management is not to eliminate stress from your lives but it is to make you learn how to react to these stressful situations. Many people experienced stress because in a particular situation, they feel unable to control their reaction. “Stress Management is positive reaction to stress that help, not harm.” Stress is a common phenomenon and is present in every educational institution on irrespective of their nature and size. The volume of stress may vary from person to person and firm to firm. Educational Institution adopts their own stress management practices that help students feel calm and overcome the difficulties experienced by them. It is important for a student to have effective strategies to manage his time to balance the conflicting demands of time for the study. Stress management skills are valuable for doing revision for examinations. Sometimes it may seem that there is not enough time to do everything that we need to. This can lead to a build-up of stress. When revising for examinations or during our final year when we have to combine the pressures of intensive study with finding time to apply for our task good stress management of our time can be particularly important. Once we have identification ways in which we can improve the management of our time, we can begin to adjust our routines and patterns of behaviour to reduce any time-related stress in our lives. The present study confines itself to a study on stress management of higher secondary students with regarding to yoga practice.

**Significance of The Study**

Stress is an integral part of the natural fabric life it refers to both the circumstances that place physical or psychological demands on an individual and to the emotional reactions experienced in these situation students who are in the transition also fall victims to this stress and strain in stressful situation the normal reaction of any human being is to imagine all the wrong things happening to him this kind of reaction prevails more strongly in the young impressionable mind of an adolescent who sees only hazy situations and is unable to take the right decision his her enthusiasm is lost and he she lands in a depressive situation since he she only sees the negative side of life all negatives actually start happening to him or her this adds to an already existing stress.

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A stress free life is not possible in today's environment and in today's competitive world all that we can do is to take a reasonable leave even to the level where it can play a positive role rather than adversely affect on our lives on the contrary a certain amount of stress is healthy as it acts as a motivating factor and gives the required push to an individual to attain the set goals if the adolescent learns how to set priorities in achieving goals stress management will be much easier as the student recognizes his/her potential of achieving the set goal his/her image automatically improves he/she has great potential and tremendous abilities that he/she has not begun to use it is the duty of a teacher to induce in him/her the power of thoughts which transform into words and then into action positive thoughts affirmation and visualization supplemented by short term goals will help in the reduction of stress to a very large extent. And when each victory is celebrated it will work like magic tonic for success and hence reduce stresses commitment to an attitude of positive expectancy is the key to a stress free situation this attitude helps in transforming problems into upturns stumbling blocks into stepping stones and hence helps in reduction of stress since the students spend most of their time in the school teachers play a vital role in helping them to overcome stress hence the investigator chose to study relationship between stress management and academic achievement of higher secondary students.

### Objectives of the Study

1. To find out the level of stress management of higher secondary students with regard to daily yoga practicing.
2. To find out the significant difference, if any, between daily doing yoga practice and not daily doing yoga practice of higher secondary students in their stress management.

### Hypothesis

1. There is no significant difference between doing daily yoga practice and not doing daily yoga practice of higher secondary Students in their stress management.

### Methodology

Survey method was adopted for the present study. The population for the study consists of all the higher secondary students studying in higher secondary schools in Sivagiri, Kadayanallur and Sankarankovil taluks from Tenkasi district. The sample consists of 300 higher secondary students from 10 higher secondary schools. In this study simple random sampling technique was used.

### Tool Used

The personal data sheet and stress management scale were used for collection of data. In this present study, the investigator will be using a single tool namely stress management scale. Stress management scale was developed and validated by the investigator P.Velladurai and the Guide D.Selvabalakrishnan (2019). The tool consists of 52 statements with five point rating scale.

### Analysis of Data

The statistics employed in the study were percentage analysis and 't' test. The analyses were presented in the following tables.

**Table 1 The level of stress management and academic performance of higher secondary students with regard to daily yoga practicing**

Daily yoga practicing	Low		Moderate		High	
	No	%	No	%	No	%
Practicing yoga daily	11	10	76	69.1	23	20.9
Do not practicing yoga daily	31	16.3	139	73.2	20	10.5

It is inferred from the above table that, with regard to Practicing yoga daily, 10% of higher secondary students have low level, 69.1% of them have average level, and 20.9% of them have high level of stress management. With regard to do not practicing yoga daily, 16.3% of higher secondary students have low level, 73.2% of them have average level and 10.5% of them have high level of stress management.

**H<sub>0</sub>1:** There is no significant difference between doing daily yoga practice and not doing daily yoga practice of higher secondary Students in their stress management.



**Table 2 t-test showing the significant difference between doing daily yoga practice and not doing daily yoga practice of higher secondary Students in their stress management**

Variable	Doing daily yoga practice (N=110)		Not doing daily yoga practice (N=190)		Calculated 't' value	Remarks
	Mean	SD	Mean	SD		
stress management	188.58	28.09	180.11	29.46	2.442	S

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

It is inferred from the above table that the calculated t - value (2.442) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It indicates that there is significant difference between doing daily yoga practice and not doing daily yoga practice of higher secondary Students in their stress management.

### Findings

1. With regard to Practicing yoga daily , 10 % of higher secondary students have low level, 69.1 % of them have average level, and 20.9 % of them have high level of stress management.
2. With regard to do not practicing yoga daily, 16.3 % of higher secondary students have low level, 73.2 % of them have average level and 10.5 % of them have high level of stress management
3. There is significant difference between doing daily yoga practice and not doing daily yoga practice of higher secondary Students in their stress management. The mean scores show that doing daily yoga practicing higher secondary students have higher stress management than not doing daily yoga practicing higher secondary students.

### Educational Implication

The percentage analysis reveals that the levels of stress management of higher secondary students with regarding to yoga practicing are moderate. The results from t-test analysis revealed that there is significant difference between doing daily yoga practice and not doing daily yoga practice of higher secondary Students in their stress management. The mean difference in t-test analysis shows that the mean value for higher secondary students who are doing daily yoga practice is greater than the mean value for higher secondary students who are not doing daily yoga practice. It clearly indicates that the higher secondary students who are doing daily yoga practice are better in stress management than the higher secondary students who are not doing daily yoga practice. The reason may be that, The practice of yoga involves stretching the body and forming different poses while keeping breathing slow and controlled. The body becomes relaxed and energized at the same time. There are several mechanisms in yoga that have an effect on stress levels, meaning there are multiple ways that yoga can minimize your stress levels. Studies show that the most effective ways in which yoga targets stress are by lifting your mood (or positive affect), by allowing for increased mindfulness, and by increasing self-compassion. By simultaneously getting us into better moods, enabling us to be more focused on the present moment, and by encouraging us to give ourselves a break, yoga is a very effective stress reliever. So all the school students are motivated and practicing yoga in proper way. Yoga through its techniques of meditation, asanas, and pranayama yields a positive effect in the management of stress in adolescents. So all the schools should be provide daily practices on yoga techniques such as meditation, asanas, and pranayama to their students.

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