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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 &**  
**Affiliated to Tamil Nadu Teachers Education University, Chennai)**  
**Anand Nagar, Krishnankoil-626 126**  
**Srivilliputtur Taluk, Virudhunagar District**  
**Phone: (04563) 289 082, 289 312 Fax: (04563) 289 322**  
**E-mail: [akceducation@rediffmail.com](mailto:akceducation@rediffmail.com)**  
**Website: [www.akceducation.org](http://www.akceducation.org)**



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Arulmigu Kalasalingam College of Education,  
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# **ARULMIGU KALASALINGAM COLLEGE OF EDUCATION**

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## IMPACT OF MULTIPLE INTELLIGENCE ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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<sup>1</sup>M. Balasubramaniam <sup>2</sup>Dr. D.Sivakumar

### Abstract

*The main aim of the study is to find out the significance difference in multiple intelligence and academic achievement of higher secondary students. Survey method was adopted for this study. The sample consists of 300 higher secondary students in and around Namakkal district. Sample Random Sampling Technique was used. Multiple Intelligence tool was used to collect the data. For the purpose of analysis 't' test was used. The findings of the study were: 1) There is no significant difference between male and female higher secondary students in their multiple intelligence. 2) There is significant difference between male and female higher secondary students in their academic achievement. 3) There is significant relationship between multiple intelligence and academic achievement of higher secondary students.*

**Keywords:** *Multiple Intelligence, Academic achievement and Higher Secondary Students.*

### Introduction

Armstrong (2000) demonstrated how a multiple-intelligences approach can take place informally in a traditional style class, where the teacher lectures with rhythmic emphasis (musical), draws picture on the board to illustrate points (spatial), makes rhythmic gestures as he talks (bodily-kinesthetic), pauses to give students time to reflect (intrapersonal), asks questions that invite spirited interaction (interpersonal) and includes references to nature in his lectures (naturalist). Armstrong reminded through the medium of singing and chanting. Further, he also suggested musical techniques which lead to higher order of thinking skills and to increase understanding of the learning material. He advocated the use of musical concepts, for example, conflicting rhythms to denote conflict and quiet rhythms to signify harmony. He opined that using the musical, visual, intrapersonal, interpersonal and all the other intelligences for teaching is essentially encompasses. Good teachers always have their practice in teaching; such a way reaching beyond the extension and the blackboard to awaken student's minds.

In order to ensure deep learning, understanding and development of critical thinking skills in students is the core. Armstrong suggested that Bloom's "taxonomy of educational objectives" providing a kind of quality-control mechanism through which teachers can judge how deeply students' minds have been stirred by a multiple-intelligences curriculum.,

### Need and Significance of the Study

Multiple Intelligence is defined and elucidate as the mental capacity and potential that enable an individual to adapt himself to his environment and the more important part of it is the ability of the individual to adapt the environment to fulfill his needs such as psychological, social, emotional and spiritual. Without such two pronged adaptation, an individual cannot carry himself as an efficient one in his life. Hence multiple intelligence poses itself as an imperative factor in an individual's life right from the infancy to adult hood. Learning as a process of acquiring change in the behaviour through intellectual and emotional attempts, depends much on multiple intelligence and its various dimensions. If learning is to lead to achievement, multiple intelligence has to play its significant role in leading the change of behaviour towards a desirable and expected role.

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<sup>1</sup> Ph.D. Scholar, Bharathiar University, Coimbatore

<sup>2</sup> Principal, CK College of Education, Cuddalore

### **Statement of the Problem**

The present investigation is to describe “**Impact of Multiple Intelligence on Academic Achievement of Higher Secondary Students**”.

### **Operational Definition of the Key Terms**

**Multiple Intelligence:** Multiple Intelligence is a set of skills allowing individuals to find and resolve genuine problem they face. Multiple intelligence includes verbal/linguistic intelligence, logical/mathematical intelligence, visual/spatial intelligence, bodily-kinesthetic intelligence, musical/rhythmic intelligence, interpersonal intelligence, intrapersonal intelligence, naturalistic intelligence and existentialistic intelligence of Howard Gardner.

### **Academic Achievement**

“Achievement is proficiency of performance in a given skill or body of knowledge” (Dictionary of Education, 1954).

### **Higher Secondary Students**

By higher secondary students the Investigator means the students doing standards XI and XII in higher secondary schools in Tamil Nadu state.

### **Objectives**

1. To find out the level of multiple intelligence and its dimensions of higher secondary students
2. To find out the significant difference in multiple intelligence and its dimensions of higher secondary students in terms of gender
3. To find out the significant difference in multiple intelligence and its dimensions of higher secondary students in terms of locality
4. To find out the level of academic achievement of higher secondary students
5. To find out the significant difference in academic achievement of higher secondary students in terms of gender
6. To find out the significant difference in multiple intelligence and academic achievement of higher secondary students in terms of locality
7. To find out the significant difference between multiple intelligence and academic achievement of higher secondary students

### **Hypotheses of the Study**

1. There is no significant difference between male and female higher secondary students in their multiple intelligence and its dimensions
2. There is no significant difference between rural and urban higher secondary students in their multiple intelligence and its dimensions
3. There is no significant difference between male and female higher secondary students in their academic achievement
4. There is no significant difference between rural and urban higher secondary students in their academic achievement
5. There is no significant relationship between multiple intelligence and academic achievement of higher secondary students

### **Methodology**

The investigator has used survey method for the present investigation.

### Population and Sample

According to John W. Best and James V. Kahan (1992) "A population is any group of individuals that have one or more characteristics in common that are of interest to the researcher. The population may be all the individuals of a particular type, or a more restricted part of that group" (p.11)

The population of this study consists of 300 higher secondary school students in around Namakkal district in Tamilnadu.

### Tools Used

By keeping the various objectives of the present study, the investigator has necessitated the development of the following tools for the data collection.

1. Multiple Intelligence: Constructed and validated by M. Antony Raj and Philomine Bala (2009).
2. Academic Achievement Tool: The tool was prepared by the investigator to measure the achievement score in Tamil language

### Statistical Techniques Used

The investigator has used Percentage analysis, mean, SD, t-test, Pearson Product Moment Correlation,

### Data Analysis and Findings of the Study

**Table 1 Level of Multiple Intelligence of Higher Secondary Students**

Dimension	Total Sample	Low		Moderate		High	
		No.	%	No.	%	No.	%
Verbal	300	53	29.4	199	41.7	48	28.29
Logical		46	13.4	209	60.4	45	26.2
Visual		55	29.4	194	41.6	51	29.0
Kinesthetic		51	9.1	203	54.5	46	36.4
Musical		42	29.5	217	41.5	41	29.0
Interpersonal		58	13.2	189	60.1	53	26.7
Intrapersonal		47	29.2	211	41.7	42	29.1
Naturalistic		49	12.4	204	62.6	47	25.0
Existentialistic		54	29.5	197	41.7	49	28.9
<b>Multiple Intelligence</b>			59	18.4	189	66.6	52

18.4%, 66.6%, 15% of higher secondary students have low, moderate and high level multiple intelligence respectively

**Table 2 Differences between Male and Female Higher Students in their Multiple Intelligence**

Dimension	Male(N=166)		Female(N=134)		Calculated "t" value	Remarks
	Mean	S.D	Mean	S.D		
Verbal	12.27	1.395	12.29	1.400	0.174	NS
Logical	12.24	1.397	12.27	1.381	0.378	NS
Visual	16.56	1.190	16.56	1.196	0.025	NS
Kinesthetic	10.91	0.998	10.91	0.995	0.003	NS
Musical	16.56	1.192	16.56	1.204	0.009	NS
Interpersonal	12.30	1.377	12.25	1.397	0.629	NS
Intrapersonal	16.58	1.187	16.56	1.194	0.231	NS
Naturalistic	18.33	1.424	18.31	1.461	0.203	NS
Existentialistic	16.56	1.188	16.55	1.198	0.146	NS
<b>Multiple Intelligence</b>	<b>132.31</b>	<b>3.110</b>	<b>132.26</b>	<b>3.099</b>	<b>0.284</b>	<b>NS</b>

Table Value for d f 298 is 1.96 at level of significance

It is inferred from the above table that there is no significant difference between male and female higher secondary students in their verbal, logical, visual, kinaesthetic, musical, interpersonal, intrapersonal, naturalistic, and existentialistic and multiple intelligence.

**Table 3 Difference between Rural and Urban Higher Students in their Multiple Intelligence**

Dimension	Male(N=162)		Female(N=138)		Calculated "t" value	Remarks
	Mean	S.D	Mean	S.D		
Verbal	18.33	1.424	18.31	1.461	0.203	NS
Logical	16.56	1.188	16.55	1.198	0.146	NS
Visual	12.30	1.377	12.25	1.397	0.629	NS
Kinesthetic	16.58	1.187	16.56	1.194	0,231	NS
Musical	10.91	0.998	10.91	0.995	0.003	NS
Interpersonal	16.56	1.190	16.56	1.196	0.025	NS
Intrapersonal	12.27	1.395	12.29	1.400	0.174	NS
Naturalistic	16.56	1.192	16.56	1.204	0.009	NS
Existentialistic	12.24	1.397	12.27	1.381	0.378	NS
<b>Multiple Intelligence</b>	<b>132.31</b>	<b>3.110</b>	<b>132.26</b>	<b>3.099</b>	<b>0.284</b>	<b>NS</b>

Table Value for df 298 is 1.96 at level of significance

It is inferred from the above table that there is no significant difference between rural and urban higher secondary students in their verbal, logical, visual, kinaesthetic, musical, interpersonal, intrapersonal, naturalistic, existentialistic and multiple intelligence.

**Table 4 The level of Male and Female Students in their Academic Achievement**

Academic Achievement	Low		Average		High	
	N	%	N	%	N	%
Total	42	21.60	218	62.40	40	16.00

It is inferred from table that 21.60% of the low, 62.40% average and 16.00% high level of achievement.

**Table 5 Difference between Boys and Girls Students in their Achievement**

Category	Mean	SD	Count N	Calculated Value 't'	Remarks
Boys	60.15	14.82	166	2.46	Significant
Girls	55.18	12.05	134		

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

Since the calculated value of 't' is greater than the table value for 298 degrees of freedom of 5% level, the hypothesis is rejected. Therefore there is significant difference between boys and girls students in their achievement in Tamil language.

**Table 6 Difference between Boys and Girls Students in their Achievement**

Category	Mean	SD	Count N	Calculated Value 't'	Remarks
Rural	56.86	11.32	162	2.37	Significant
Urban	61.15	13.53	138		

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

Since the calculated value of 't' is greater than the table value for 298 degrees of freedom of 5% level, the hypothesis is rejected. Therefore there is significant difference between rural and urban students in their achievement in Tamil language.



**Table 7 Achievement among the Correlation Value between Multiple Intelligence and Academic Higher Secondary Schools Students**

Category	$\Sigma x$	$\Sigma y$	$\Sigma x^2$	$\Sigma y^2$	$\Sigma xy$	Calculated Value 't'	Remarks
Male	4161	28681	258935	11132953	1628868	0.553	significant
Female	6203	46350	362439	17706074	2380849	0.480	significant

(For 298 df, at 5% level of significance, the table value is 0.138)

It is inferred from the above table that there is significant relationship between Multiple Intelligence and Academic achievement of higher Secondary schools Students in their Tamil language.

### Findings

1. 18.4%, 66.6%, 15% of higher secondary students have low, moderate and high level multiple intelligence respectively
2. 21.60% of the low, 62.40% average and 16.00% high level of academic achievement.
3. There is no significant difference between male and female higher secondary students in multiple intelligence and its dimensions
4. There is no significant difference between rural and urban higher secondary students in their multiple intelligence and its dimensions
5. There is significant difference between male and female higher secondary students in their academic achievement
6. There is significant difference between rural and urban higher secondary students in their academic achievement
7. There is significant relationship between Multiple Intelligence and Academic achievement of higher Secondary schools Students.

### Discussion

1. There is significant difference between boys and girls students in their academic achievement. The fact that girls were better than boys may be due to their hardworking nature towards achievement without any distraction.
2. There is significant difference between rural and urban high school students in their achievement. The result that urban students have high achievement may be due to the fact that urban students have complete infrastructural facilities for their studies. Even in their home too, the parents are ready to offer separate study room with necessary facilities like study table with chair, lightings, reference books etc.
3. The study reveals that there is a significant positive correlation between Multiple Intelligence and academic achievement among higher secondary students. The level of Emotional Intelligence highly influences or impact the achievement level of higher secondary students. All the final analysis, the investigator has come out with a conclusion that Emotional Intelligence has significant impact on the Academic Achievement of Higher Secondary Students.

### Conclusion

Schools are the organs of the life of the Nation. They are ultimately responsible for the development of well integrated, all round, wholesome personalities. They should contribute to the intelligence and values of their pupils physically, socially, morally, emotionally, personally and intellectually. They have to develop moral as well as national character. They have to develop moral as well as national character. The role of students in fostering multiple intelligence should in no way be underestimated. They have a magnificent role to play by making use of all opportunities in and out of the school to develop the multiple intelligence. Unless the students make conscious efforts in this direction, it will prove to be unserviceable. The students themselves should first try to develop their knowledge, values and academic abilities.

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## ICT COMPETENCY AMONG B.ED STUDENT-TEACHERS IN MADURAI DISTRICT

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<sup>1</sup> S.Durgadevi <sup>2</sup>S.Meer Ahamed Ibrahim

### Abstract

*The study has been conducted on a sample of 300 B.Ed student-teachers of Madurai district who are studying in Tamilnadu Teachers Education University to examine the level of ICT competency. The random sampling technique was used in this study. The data was analyzed statistically by using mean, standard deviation and 't' test and the study revealed that there is no significant difference in the ICT competency with respect to gender and year of study. And also the study revealed that there is significant difference in the ICT competency with respect to major, marital status and home locality.*

### Introduction

Computers have become the life line of young generation. The present generation students like to embrace all the things in the ambit of this modern technology. Computers in the classroom include any digital technology used to enhance, supplement, or replace a traditional educational curriculum. Computers can be used in education field to improve teaching and learning process. Computer is used in colleges to provide the methods of teaching in different ways. It is used to educate students effectively. Many computer-based educational programs are available for learning purpose.

### Significance of the Study

Teacher educators are the main pillars of teacher education. Quality teacher education is essential for the prospective teacher. It is needed to update their knowledge and skills in the school curriculum and technological change. The quality of teachers that determines the overall effectiveness of a system of education depends upon their own education. Accelerating technological change, rapidly accumulation knowledge, increasing global competition and rising workforce capabilities around the world make 21<sup>st</sup> century skills essentials. Prospective teacher educators should prepare for career, requires new knowledge and learn new technologies. This makes the investigator to find the competency of ICT among B.Ed student-teachers.

### Hypotheses of the Study

1. There is significant difference between the Male and Female B.Ed student-teachers in ICT competency.
2. There is significant difference between the computer science and Non-computer science B.Ed student-teachers in ICT competency.
3. There is significant difference between the first year and second year B.Ed student-teachers in ICT competency.
4. There is significant difference between the B.Ed student-teachers belongs to urban and rural home locality in ICT competency.

### Terms and Definitions

#### ICT (Information and Communication Technology)

ICT is the infrastructure and components that enable modern computing. Information and

---

<sup>1</sup> M.Ed scholar, Mangayarkarasi College of Education for Women, Paravai, Madurai

<sup>2</sup>Assistant Professor, Mangayarkarasi College of Education for Women, Paravai, Madurai

communication technology (ICT) refers to all the technology used to handle telecommunications, broadcast media, intelligent building management systems, audiovisual processing and transmission system and network – based control and monitoring functions.

### ICT Competency

“ICT competency is an integrated set of knowledge, skills and attitudes for functional use of ICT in an educational context”.

### B.Ed Student – Teachers

B.Ed Student teachers refer to the students who are studying B.Ed course in B.Ed colleges affiliated to Tamilnadu Teachers Education University in Tamilnadu.

### Delimitations

1. The study has involved student-teachers studying in Tamilnadu Teachers Education University only. Hence the findings of the present study need not necessarily be applicable to student teachers studying under other universities.
2. Due to shortage of time, the investigator has restricted selection of sample around 50 kilometres of particular town in Madurai District. Hence these are the delimitations of the present study.

### Instrumentation

#### 1. Personal data form

It includes general information about the respondents regarding gender, major, year of study, college locality, college management, college kind, marital status, educational status of father, educational status of mother, family type, home locality, internet browsing habit, learning any Computer Course, co-curricular activities, extracurricular activities, reading computer journals, watching educational programmes in TV.

#### 2. ICT competency tool

The ICT scale consists of 45 items to be answered with three responses namely known, partially known, unknown. The investigator herself structured the tool and it was ensured that questionnaire was filled in by the respondents without any omission.

### Sample

The investigator has used simple random sampling technique for selecting the sample from population. The sample consists of 300 B.Ed student teachers from 5 colleges.

### Analysis and Interpretation of Data

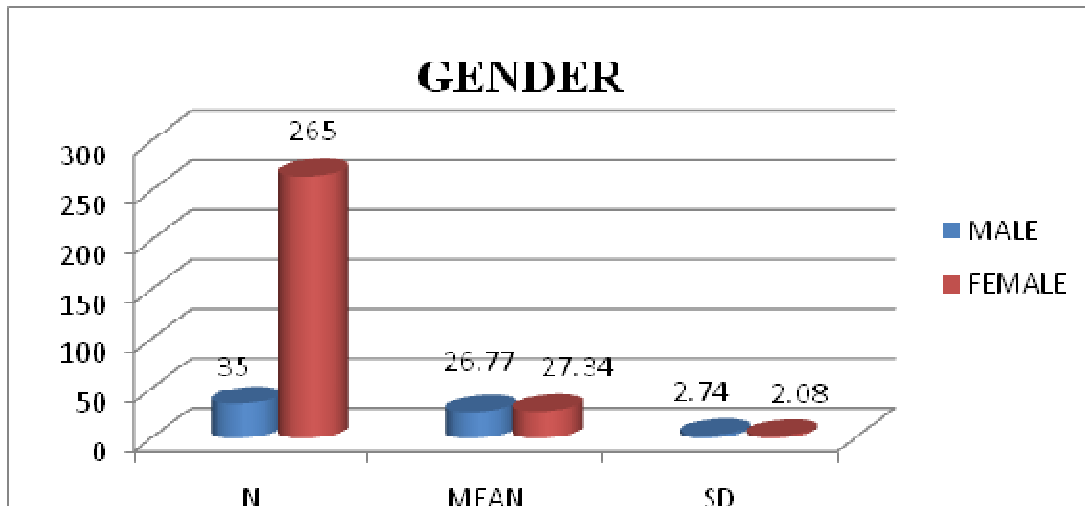
**Hypothesis 1:** There is significant difference between the Male and Female B.Ed student-teachers in ICT competency.

**Table 1: Statistical measures and results of tests of significance of difference between the mean scores of ICT competency among B.Ed student-teachers: Gender – wise**

Gender	N	M	SD	't' value	Level of significance at 0.05
Male	35	26.77	2.745	1.467	Not significant
Female	265	27.34	2.081		

The obtained 't' value 1.467 is lesser than the critical value of 1.96 at 0.05 level of significance. This indicates that there is no significant difference between male and female B.Ed student-teachers in ICT competency. Hence the hypothesis is **Rejected**.

**Figure 1 Mean Scores of ICT Competency: Gender - Wise**



**Hypothesis 2:** There is significant difference between the computer science and Non-computer science B.Ed student-teachers in ICT competency.

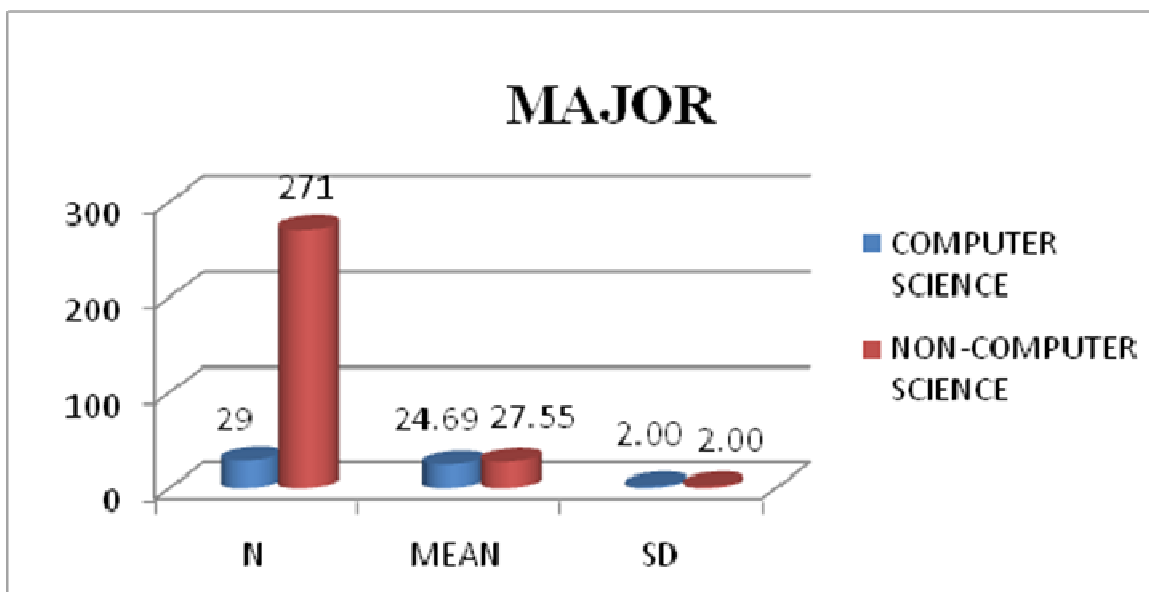
**Table 2 Statistical Measures and Results of Tests of Significance of Difference between the Mean Scores of ICT Competency among B.Ed Student-Teachers: Major - Wise**

Major	N	M	SD	't' Value	Level of Significance at 0.05
Computer science	29	24.69	2.002	7.319	Significant
Non-computer science	271	27.55	2.003		

The obtained 't' value 7.319 is greater than the critical value of 1.96 at 0.05 level of significance. This indicates that there is significant difference between the computer science and Non-computer science B.Ed student-teachers in ICT competency.

Hence the hypothesis is **accepted**.

**Figure 2 Mean Scores of ICT Competency: Major - Wise**



**Hypothesis 3:** There is significant difference between the first year and second year B.Ed student-teachers in ICT competency.

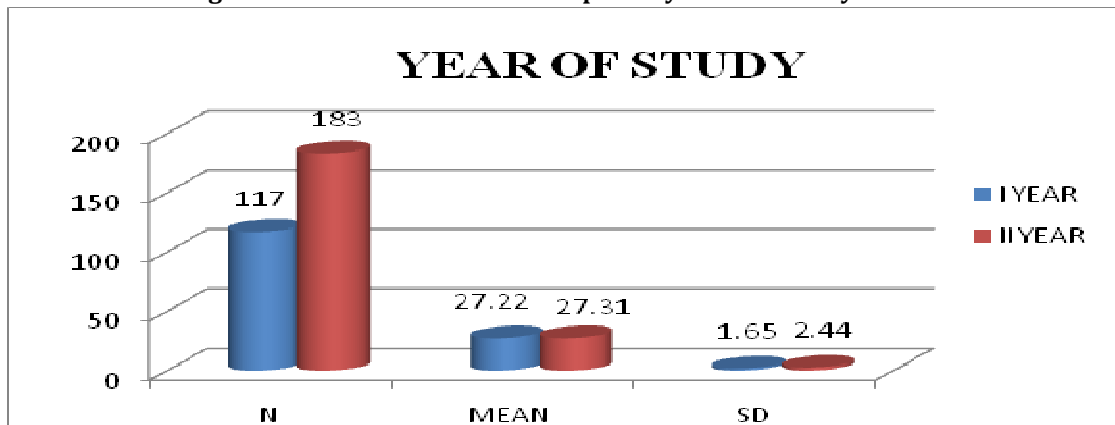
**Table 3 Statistical Measures and Results of Tests of Significance of Difference between the Mean Scores of ICT Competency among B.Ed Student-Teachers: Year of Study- Wise**

Year of Study	N	M	SD	't' Value	Level of significance at 0.05
I year	117	27.22	1.656	0.347	Not significant
II year	183	27.31	2.449		

The obtained 't' value 0.347 is lesser than the critical value of 1.96 at 0.05 level of significance. This indicates that there is no significant difference between the first year and second year B.Ed student-teachers in ICT competency.

Hence the hypothesis is **rejected**.

**Figure 3 Mean Scores of ICT Competency: Year of Study- Wise**



**Hypothesis 4:** There is significant difference between the B.Ed student-teachers belongs to urban and rural home locality in ICT competency.

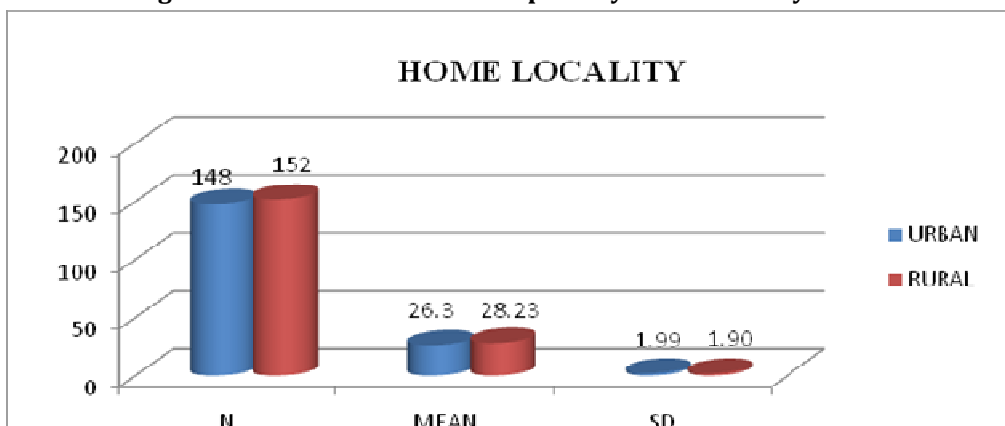
**Table 4 Statistical Measures and Results of Tests of Significance of Difference in the Mean Scores of ICT Competency among B.Ed Student-Teachers: Home Locality- Wise**

Home Locality	N	M	SD	't' value	Level of Significance at 0.05
Urban	148	26.30	1.991	8.596	Significant
Rural	152	28.23	1.903		

The obtained 't' value 8.596 is greater than the critical value of 1.96 at 0.05 level of significance. This indicates that there is significant difference between the B.Ed student-teachers belongs to urban and rural home area in ICT competency.

Hence the hypothesis is **accepted**.

**Figure 4 Mean scores of ICT competency: Home locality- wise**



**Findings of the Study**

- There is no significant difference in the mean scores of ICT competency of B.Ed student- teachers with respect to Gender and Year of study.
- There is significant difference in the mean scores of ICT competency of B.Ed student-teachers with respect to major and home locality.

**Conclusion**

Education should be more soulful and it must inculcate the analytical and synthetically skills among students. If any teacher educator develops skill in ICT and uses the ICT skills in teaching and learning in classrooms, he/she can attain the result as maximum as possible. ICT has tremendous potentialities to revolutionize the educational process. Its infusion in the teaching-learning process can develop new skills and knowledge among the learners. So it is necessary to develop ICT competency among B.Ed Student teachers. So it is the duty of the lecturers to nurture the B.Ed Student teachers to improve their ICT competency.

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## DIFFICULTIES FACED BY THE HIGHER SECONDARY STUDENTS IN LEARNING ENGLISH IN MADURAI DISTRICT

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

### Introduction

Education is the harmonious developments of child. Education is the development of innate and acquired powers of the child. Education is dynamic process. Education is process of adjustment with the environment. Education is a life-long process. Education is a bipolar process in which one personality acts upon another in order to modify the development of the other. Education is not a static but a dynamic process which develops the child according to changing situation and times. According to educationists, education is a purposive activity always pursuing some aim of life to which an individual devotes himself fully. Education cannot be confined to the process of giving knowledge to children in schools only. Its program goes on from birth till death. Effective learning occurs when learning occurs when the learner exhibits readiness to learn, when he is motivated to learn and if he has some of the skills required for learning, possession of some of the relevant experiences is an added merit on the part of the learner, which facilitates learning. According to Mikulas (1977), "Learning is a vehicle by which almost all behaviours are acquired". The term behavior is used comprehensively to mean cognitive, affective and psychomotor behavior.

Learning English will make us to communicate more effectively than any other language. It gives us style & dignity. It's a gateway of learning other foreign languages like French, German etc. Learning English & being an expert in English will give us a special place in India, especially in state like Tamilnadu. The society begins to think in many cases, the only meaning of Education is knowledge of English.

### Need for the Study

Learners are central to the teaching – learning process. Each learner is unique in nature. The learning style of a learner is also unique. Every teacher wants to be successful in the class. And to be successful every teacher has to religiously follow, the Ten Commandments to teachers to be successful on the job. The first of these Ten Commandments to the teacher is "know thy learner". In addition, this guideline to the teacher makes it mandatory that a teacher should know the learner with reference to his entry behavior, level of motivation, interest in the subject, attitude, aptitude and some information about his family environment. Even though learning influenced by a number of factors, the above – mentioned ones influence the learner remarkably. Jointly they create a pattern of learning functions in the brain, which is eventually responsible for the learning of the learner. This pattern is widely known as learning style, which is a key factor in the learner's learning anything and everything. This personalized learning pattern differs from individual to individual, and even for a particular learner. It keeps on changing from subject to subject. At any given time one of the several distinct patterns of learning, styles, is conspicuous in an individual learner. In addition, that prominent style is the learning style. As our access to technology increases worldwide, there is an increase in a need to learn English. English proficiency helps the students to get a better job after completing his/her degree. Many schools and universities around the world require that their students have a basic or even intermediate understanding of the English language. Learning English will mould the people to face the challenges in the world. This study helps the investigator to find out the difficulties faced by the higher secondary students in Madurai district. As an English teacher, the investigator must know how to solve the difficulties faced by the higher secondary students in terms of learning English. Hence the need for study.

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<sup>1</sup>M.Ed Scholar, Mangayarkarasi College of Education, Paravai, Madurai

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



### Objectives of the Study

1. To find out the level of higher secondary students facing difficulties in learning English.
2. To find out significant difference in difficulties faced by the higher secondary students in learning English in terms of gender.
3. To find out significant difference in difficulties faced by the higher secondary students in learning English in terms of age.
4. To find out significant difference in difficulties faced by the higher secondary students in learning English in terms of type of school.

### Hypotheses of the Study

1. Higher secondary students have average levels of difficulties faced in learning English.
2. There is no significant difference in difficulties faced in learning English among higher secondary students in terms of gender.
3. There is no significant difference in difficulties faced in learning English among higher secondary students in terms of age.
4. There is no significant difference in difficulties faced in learning English among higher secondary students in terms of type of school.

### Terms and Definitions

**Difficulties:** The fact or condition of being difficult; often difficulties – an embarrassing situation especially of financial affairs.

**Learning:** Learning is the modification in behavior to meet environment requirements.

**English:** West Germanic language that was first spoken in early medieval English and now the global lingua franca.

**Higher Secondary Students:** Higher Secondary Students - refers to students at 11<sup>th</sup> and 12<sup>th</sup> levels of 10+2+3 system of education in India.

### Methodology in Brief

The investigator uses stratified random sampling technique to collect 200 samples from sixteen 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 43 items with 3 point scales (Always, Sometimes and Never)

### Findings of the Study

#### Hypothesis: 1

Higher secondary students have average level of difficulties faced in learning English.

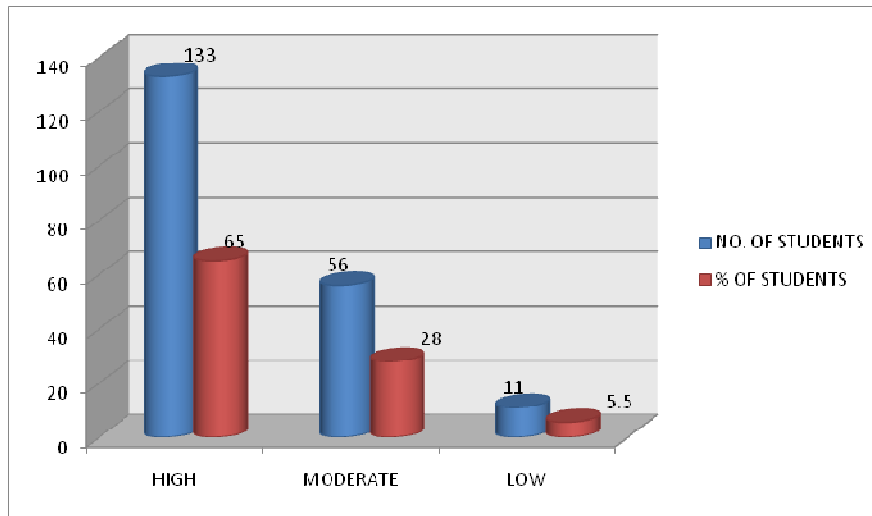
The percentage analysis for the higher secondary students difficulties faced in learning English is given in the following table.

**Table 1.1 Percentage analysis for the Higher Secondary Students  
Difficulties Faced in Learning English**

S.No	Description	Range	No. Of Studetns	% 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 1.1 that the study reveals 5.5% of students at higher secondary level are facing low level of difficulties in learning English. 28% of students at higher secondary level are facing moderate level of difficulties in learning English. 66.5% of students at higher secondary level are facing high level of difficulties in learning English.

**Figure 1.1 Bar Diagram Showing the Difference in Difficulties faced by the Higher Secondary Students in Learning English**



It can be interpreted that the majority of the higher secondary students in Madurai district are facing high level of difficulties in learning English.

**Hypothesis: 2**

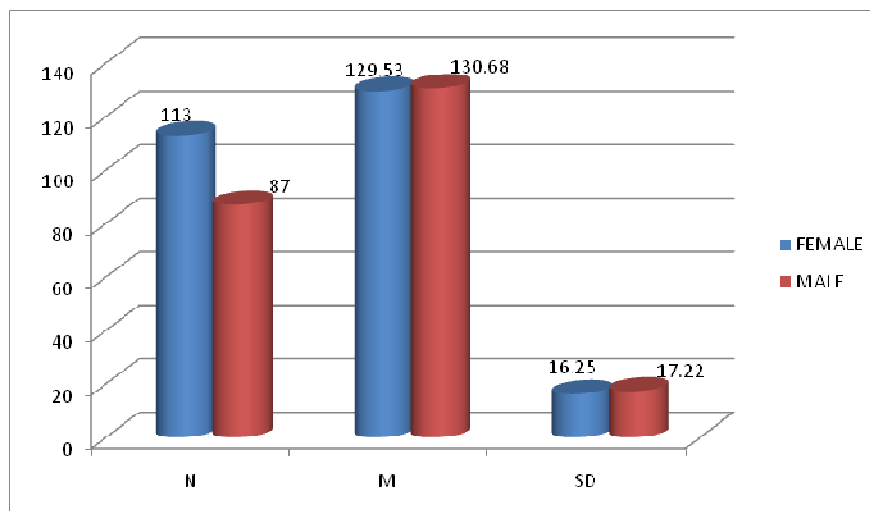
There is no significant difference in difficulties faced by the higher secondary students in learning English in terms of gender.

Mean, Standard Deviation and 't' values of difficulties faced by the higher secondary students in learning English in terms of gender.

**Table 2.2 Mean, s.d., and 't' Values for the Significant Difference in Difficulties Faced by the Higher Secondary Students in Learning English in Terms of Gender**

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

**Figure 2.2 Bar Diagram Showing the Difference in Difficulties Faced by the Higher Secondary Students in Learning English in Terms of Gender. Gender**



It is evident from table 2.2 that the obtained 't' value is -0.4831. It is lesser than the critical value of 1.960 for degrees of freedom of 198 at 0.05 levels. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference in difficulties faced by the higher secondary students in learning English in terms of gender.

### Hypothesis: 3

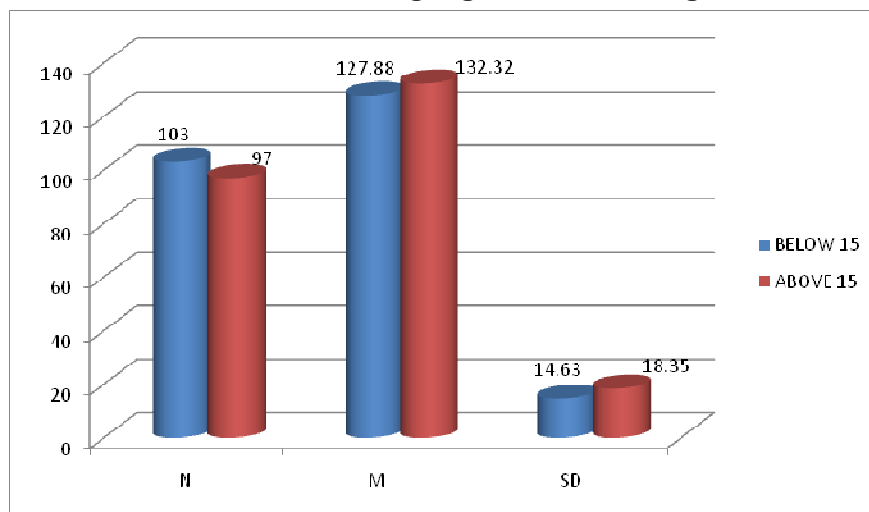
There is no significant difference in difficulties faced by the higher secondary students in learning English in terms of age.

Mean, Standard Deviation and 't' values in difficulties faced by the higher secondary students in learning English in terms of age.

**Table 3.3 Mean, S.D., and 't' Values in Difficulties Faced by the Higher Secondary Students in Learning English in Terms of Age**

Description	N	Mean	S.D	't' Value	Critical Value	Level of Significance
Below 15	103	127.88	14.63	-1.8996	1.960 for degrees of freedom of 198 at 0.05 level	No Significant
Above 15	97	132.32	18.35			

**Figure 3.3 Bar Diagram Showing the Difference in Difficulties Faced by the Higher Secondary Students in Learning English in Terms of age**



It is evident from table 3.3 that the obtained 't' value is -1.8996. It is lesser than the critical value of 1.960 for degrees of freedom of 198 at 0.05 level. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference in difficulties faced by the higher secondary students in learning English in terms of age.

### Hypothesis: 4

There is no significant difference in difficulties faced by the higher secondary students in learning English in terms of type of school.

Mean, Standard Deviation and 't' values in difficulties faced by the higher secondary students in learning English in terms of type of school.

**Table 4.4.0 Analysis of Variance for Significant Difference in Difficulties Faced by the Higher Secondary Students in Learning English in Terms of Type of School**

Sources of Variation	SS	Df	MS	Calculated 'f' Value	Critical Value	Level of Significance
Between Groups	437.684	2	218.842	0.787547	19.5 for the degrees of freedom of (2/197) at 0.05 level of significance	No Significant
Within Groups	54741.995	197	277.878			
Total	55179.68					

It is evident from table 4.4.0 that the obtained F value is 0.787547. It is lesser than the critical value of 19.5 for degrees of freedom of (2/197) at 0.05 level of significance. There is no significant difference in difficulties faced by the higher secondary students in learning English in terms of type of school.

Hence, the null hypothesis 4 stated as there is no significant difference in difficulties faced by the higher secondary students in learning English in terms of type of school is accepted.

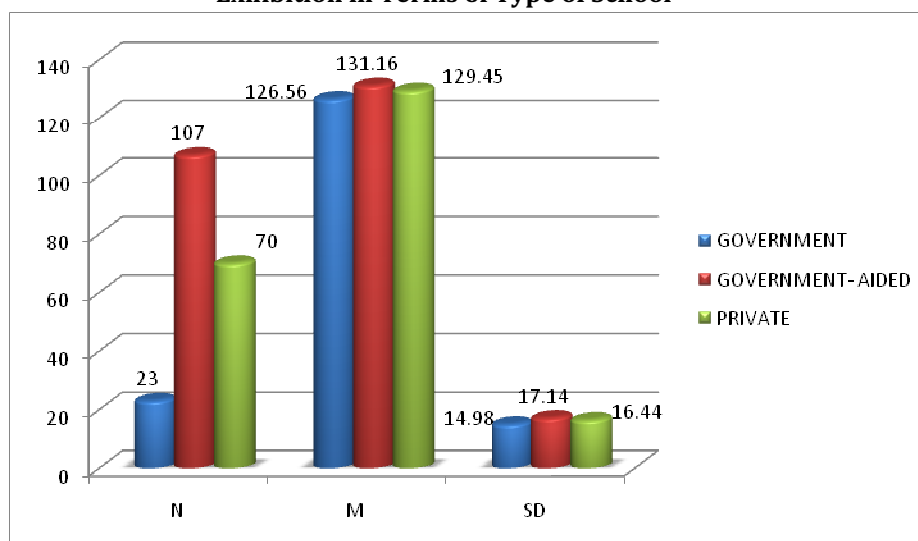
It may be concluded from the above table that there is no significant difference in difficulties faced by the higher secondary students in learning English with regard to type of school.

The F does not pinpoint exactly where the differences are in a pair wise way. Hence we use 't' test to find out where the difference occurs with respect to type of school.

**Table 4.4.1 Mean, S.D., and 't' Values for the Significant Difference in Difficulties Faced by the Higher Secondary Students in Learning English in Terms of Type of School**

Description	N	Mean	S.D	't' Value	Critical Value	Level Of Significance
Government	23	126.565	14.98	-1.1927	1.960 for degrees of freedom of 128 at 0.05 level	No Significant
Government- Aided	107	131.168	17.14			
Government-Aided	107	131.168	17.142	0.6598	1.960 for degrees of freedom of 175 at 0.05 level	No Significant
Private	70	129.457	16.441			
Government	23	126.565	14.98	-0.7472	1.960 for degrees of freedom of 91 at 0.05 level	No Significant
Private	70	129.457	16.44			

**Figure 4.4 Bar Diagram Showing the Attitude of Teachers at Secondary Level Towards Science Exhibition in Terms of Type of School**



It is evident from table 4.4.1 that the obtained 't' value is -1.1927. It is lesser than the critical value of 1.960 for degrees of freedom of 128 at 0.05 level. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference between the higher secondary students of Government school and higher secondary students of Government-Aided school facing difficulties in learning English.

It is evident from table 4.4.1 that the obtained 't' value is 0.6598. It is lesser than the critical value of 1.960 for degrees of freedom of 175 at 0.05 level. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference between higher secondary students of Government-aided school and higher secondary students of private school facing difficulties in learning English.

It is evident from table 4.4.1 that the obtained 't' value is -0.7472. It is lesser than the critical value of 1.960 for degrees of freedom of 91 at 0.05 level. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference between teachers of Government school and teachers of Private school facing difficulties in learning English.

### **Hypotheses Verification**

1. Higher secondary students have average levels of difficulties faced in learning English.
2. There is no significant difference in difficulties faced in learning English among higher secondary students in terms of sex. Hence the hypothesis is accepted.
3. There is no significant difference in difficulties faced in learning English among higher secondary students in terms of age. Hence the hypothesis is accepted.
4. There is no significant difference in difficulties faced in learning English among higher secondary students in terms of type of school. Hence the hypothesis is accepted.

### **Educational Implication**

Based on the study, the investigator wish to share some suggestions to the higher secondary students, teachers of higher secondary and parents of higher secondary students.

Higher secondary students must develop the habit of reading English news paper regularly in their school campus or home. They must express their interest of LSRW Skills in learning English. Group study, loud reading and individual enthusiasm are vital to develop your pronunciations.

Teachers who are handling higher secondary students must follow the LSRW skill properly. English teachers are the role model and stimulators to their students. Teachers must encourage them and support them to face their difficulties in learning English. Before that teacher must go in-service training programme regularly and promptly. The findings of the problem will be highly useful for the heads of the school, administrators and teachers to help the students to have better learning environment.

Higher secondary students' parents must know their children's' level of learning English and their difficulties. Parents must take care of their children to face this challenging world. Parents must spend some time regularly with their children to check their study progress which will create intimacy in the family.

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**ATTITUDE OF STUDENT TEACHERS WHO HAVE UNDERTAKEN THE  
B.ED PROGRAMME IN ONE YEAR AND TWO YEARS DURATION  
TOWARDS TEACHING PROFESSION**

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T.Johnncy Devanesam

**Abstract**

*The present study has been conducted on the 200 student teachers at the attitude of student teachers towards teaching profession, ie. 100 student teachers who have done B.Ed. degree course in colleges of Education in Tamil Nadu in the academic year 2014 – 2015 and 100 students who have done B.Ed in the academic year 2015-2017 since there is a change in the B.Ed Curriculum from one year to two years. Two year B.Ed. trains the trainee-teachers properly to meet the multifarious problems of the school or classroom. It provides scope for pedagogical analysis of the content/ units included in its syllabus/curriculum. Teaching being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude he/ she possesses for the profession. The positive attitude helps teacher to develop a conductive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students.*

*The finding of this study revealed that there is significant difference between the attitude of student teachers who have taken Physics and Chemistry as their major subject in UG/PG degree with one year B.Ed programme towards Teaching profession. There is no significant difference between the attitude of student teachers who have done two years B.Ed programme towards Teaching profession with respect to the age, locality, medium of instruction, tuition or teaching experience. Thus the attitude of a candidate should be examined carefully before selecting them for their profession.*

**Introduction**

**“Attitude of Student Teachers Who Have Undertaken the B.Ed Programme in One Year and Two Years Duration Towards Teaching Profession”**

The teacher in the emerging Indian Society has a very pivotal role, to play in the social reconstruction and in the transmission of wisdom, knowledge and experiences of one generation to another. Children are the potential wealth of a nation. They are always exposed to the information of the teacher. It is, therefore, necessary to realize that the emerging Indian society can achieve all-round development with the help of the teacher who acts as a powerful agency in transmitting its cherished values.

Attitudes give direction to one's behaviour. A positive favourable attitude makes the work not only easier but also more satisfying and professionally rewarding. A negative unfavorable attitude makes the work harder, more tedious and unpleasant. In order to get job satisfaction, a favourable attitude towards teaching profession should be developed in the student teachers. Two year B.Ed. trains the trainee-teachers properly to meet the multifarious problems of the school or classroom. It provides scope for pedagogical analysis of the content/ units included in its syllabus/curriculum.

**Curriculum Frame Work for the NCTE Two-Year B.Ed. Programme**

The two-year B.Ed. programme introduced by NCERT in its RIEs has certain special features/characteristics. It provides greater scope for development of sound knowledge on different areas i.e. content knowledge, knowledge on teaching-learning methodologies and knowledge on pedagogy of teaching learning among the trainee-teachers. It develops a sound knowledge base for trainee-teachers in content areas, develops skills of trainee-teachers to be competent enough regarding how to transact the content materials to the students of the schools meaningfully.

Some of the value related objectives that two-year B.Ed. intends to develop among the trainee teachers are commitment, competence, accountability, dutifulness etc. of the trainee-teachers towards the profession. It intends to bring integrated development of the trainee-teachers touching both cognitive and non- cognitive aspects of their behaviours. It is primarily practical oriented. The new course structure for the NCTE Two-year B.Ed Programme outlines the nature of experiences to be offered to the student-teachers to make them reflective practitioners. Transaction of the courses is to be done using a variety of approaches, such as, case studies, group presentations, projects, discussions on reflective journals, observations of children, and interactions with the community in multiple socio cultural environments.

### **Significance of the Study**

Teaching is a complex art and it depends on many factors. The quality of education and the standards of achievement are inseparably interrelated with the quality of the teacher. Therefore we have to reform the B.Ed. programme in developing a favourable attitude towards teaching profession .Student teachers' attitude towards teaching profession is found to be influenced by several factors like age, locality, major subject, medium of instruction, tuition or teaching experience. It seems that many prefer the teaching profession out of parents or somebody's compulsion and not out of their own genuine interest. Especially, due to the change of curriculum from one year to two year. Thus there is a need to find out the attitude of a candidate should be examined carefully before selecting them for their profession.

### **Statement of the Problem**

**“Attitude of Student Teachers Who Have Undertaken the B.Ed Programme in One Year and Two Years Duration Towards Teaching Profession”**

### **I Student Teachers**

Student teachers in this study represent the students who have done B.Ed. degree course in colleges of Education in Tamil Nadu in the academic year 2014 – 2015 and the students who have done B.Ed in the academic year 2015-2017.

### **II B.Ed Programme**

**B.Ed** programme here means the B.Ed. degree course offered by colleges of education for producing teachers for secondary and higher secondary levels.

### **Objectives of the Study**

1. To find out whether there is any significant difference between the attitude of student teachers who have studied one year B.Ed programme with respect to the age, locality, major subject, medium of instruction, tuition or teaching experience towards teaching profession.
2. To find out whether there is any significant difference between the attitude of student teachers who have studied two years B.Ed programme with respect to the age, locality, major subject, medium of instruction, tuition or teaching experience towards teaching profession.

### **Hypotheses of the Study**

1. There is no significant difference between the attitude of student teachers who have studied one year B.Ed programme with respect to the age, locality, major subject, medium of instruction, tuition or teaching experience towards teaching profession.
2. There is no significant difference between the attitude of student teachers who have studied two years B.Ed programme with respect to the age, locality, major subject, medium of instruction, tuition or teaching experience towards teaching profession.



### Review of Related Literature

**CPI, (1981)**, studied, relationship of Academic Achievement with attitude towards teaching among teacher –trainees.All the ninety teacher-trainees enrolled in the L.T.course (general) of the government and Central Pedagogical Institute, Allahabad, during the 1980-81 session, constituted the sample. The Ahluwalia Teacher Attitude Inventory was employed for findings the attitude of the teacher – trainees towards teaching. Their academic achievement was taken from the entrance records in the L.T. Course. Product movement correlation was computed between the academic achievement score and the score for the attitude towards teaching. The findings of the study showed no relationship between academic achievement and attitude towards teaching among the teacher-trainees.

**Gupta, S.K, in 2000**, studied creative and Non – creative secondary school pupil teachers of Madhya Pradesh in relation to values, Adjustment and attitude towards teaching.Sample comprised of 600 secondary school pupil – teachers.Tools used for the study – Test of Creative thinking, personal values questionnaire of Sherry and Verma, Adjustment inventory of Sinha and Singh and teacher attitude inventory of Ahulwaila. The result indicated that the male and female differed significantly with respect to their attitude towards teaching.

**Gill, T.K. & Saini, S.K., in 2005**, conducted a study on the effect of teacher education on attitude of student – teachers towards the teaching profession. Sample comprised of the study 40 students. Tool used for the study – Teacher attitude scale of J.C. Goyal. *Findings* :1. Students taking admission to the B.Ed, programme had favourable attitude towards the teaching profession.2. Data further reveal that attitude became more favourable as mean scoreshows at the end of the programme. 3. It can be inferred that teacher education palsy significant role in developing favourable attitude of student teachers towards the teaching profession..

### Tool Used

As the study aims at the attitude of student teachers towards teaching profession, the investigator has used Attitude Scale towards Teaching Profession (ASTTP) developed and standardized by Dr. Mrs. Umme Kulsum.

### Description of the Tool

The attitude scale towards teaching profession by Dr. (Mrs.) Umme Kulsum consists of 55 statements. Out of the 55 items 25 items are meant to assess attitude in favourable direction and 30 in unfavourable direction.

### Sampling Technique and Sample Size

Random sampling technique has been used for this study and the sample size was 200. Data has been collected from 100 physical science student teachers of different colleges of Education in Tamilnadu in the academic year 2014 – 2015 and 100 physical science student teachers who have done B.Ed in the academic year 2015-2017.

### Data Analysis and Interpretation

The collected data were scored as per manual and manual and analyzed by applying **mean, S.D and t -test**.

**Table 1 Attitude of Students Who Have Done One Year B.Ed Programme towards Teaching Profession**

S. No	Variables	Classification	N	Mean	S.D	t	p -value
1	Age	Age 20 - 22	78	137.23	23.55	0.391	0.40
		Above 22	22	139.50	26.33		
2	Locality	Rural	49	135.43	26.36	0.93	0.35
		Urban	51	139.94	21.35		

3	Qualification	UG	84	137.57	23.58	0.14	0.89
		PG	16	138.56	26.43		
4	Subject	Physics	55	143.78	22.66	2.88	0.005*
		Chemistry	45	130.33	23.56		
5	Medium	Tamil	36	139.31	20.34	0.52	0.60
		English	64	136.84	25.82		
6	Tuition or Teaching Experience	Yes	17	138.88	24.19	0.22	0.83
		No	83	137.49	24.00		

Since 0.005 is lesser than 0.05, there is significant difference between the attitude of student teachers who have taken Physics and Chemistry as their major subject in UG/PG degree with one year B.Ed programme towards Teaching profession.

All the other p values in the table is greater than 0.05, there is no significant difference between the attitude of student teachers towards Teaching profession with respect to the age, locality, medium of instruction, tuition or teaching experience.

**Table 2 Attitude of Students Who Have Done Two Years B.Ed Programme towards Teaching Profession**

S. No	Variables	Classification	N	Mean	S.D	t	p-value
1	Age	Age 20 - 22	44	159.30	22.13	0.947	0.35
		Above 22	56	155.29	20.11		
2	Locality	Rural	36	154.61	23.74	1.82	0.07
		Urban	64	158.42	19.37		
3	Qualification	UG	79	157.66	21.36	0.56	0.58
		PG	21	154.76	19.95		
4	Subject	Physics	64	158.22	21.67	0.74	0.46
		Chemistry	36	154.97	19.92		
5	Medium	Tamil	41	157.51	21.05	0.18	0.86
		English	59	156.73	21.55		
6	Tuition or Teaching Experience	Yes	36	154.61	23.74	0.82	0.41
		No	64	158.42	19.37		

All the p values in the table is greater than 0.05, there is no significant difference between the attitude of student teachers who have done two years B.Ed programme towards teaching profession with respect to the age, locality, major subject medium of instruction, tuition or teaching experience.

### Discussion and Conclusion

There is significant difference between the attitude of student teachers who have taken Physics and Chemistry as their major subject in UG/PG degree with one year B.Ed programme towards teaching profession. There is no significant difference between the attitude of student teachers who have done two years B.Ed programme towards Teaching profession with respect to the age, locality, major subject, medium of instruction, tuition or teaching experience.

### Educational Implications

There are certain factors that are responsible for making teaching a less attractive profession. Social recognition of the profession tops the list. Now society does not appear to consider teaching as worthwhile, probably because it is not as lucrative as any other profession. We can cure this ill. Teaching

being a dynamic activity requires a favourable attitude and certain specific competencies from its practitioners. Teachers' proficiency depends on the attitude he/ she possesses for the profession. The positive attitude helps teacher to develop a conducive learner friendly environment in the classroom. This also casts a fruitful effect on learning of the students. Thus the attitude of a candidate should be examined carefully before selecting them for their profession.

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## LEARNING DIFFICULTIES OF HIGHER SECONDARY SCHOOL STUDENTS IN TAMIL

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C. Kannan

### Abstract

*The present research examines the learning difficulties of higher secondary school students in Tamil. Learning difficulty in individuals is found across all ages. Socio-Economic Levels and racers and their problems range from mild to severe. Now a day's both government and private schools fail to fulfill the needs of the students. In some of the schools the basic facilities like Laboratory, Sanitary, Classroom, Play Ground and curriculum are not good. The research was a survey type, the investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 300 Higher Secondary School students from Kovilpati taulk. The investigator has adopted the Learning difficulties scale was prepared by Santhi & Marikani (2012). Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation 't' test and ANOVA.*

### Introduction

Education is universally recognized as one of the most fundamental building blocks for a country's progress as it develops the innate abilities and power of an individual. It involves the cultivation of an innocent mind, by instilling values and principles. It also includes the development of skills along with the achievement of one's physical, mental and social development. To put it in technical terms, education consists of defined phases starting from formal education i.e. primary, secondary, higher education and ideally it never ends. If simply stated, it means the process of gaining knowledge, inculcating forms of proper conduct and acquiring technical competency. The process of education is believed to begin in the womb that continues through all the phases of our life as knowledge is oceanic and one can never claim to have acquired all of it (Rajput, 2004).

### Significance of the Study

Learning difficulty in a dynamic and expanding field. Learning difficulty in individuals is found across all ages. Socio-Economic Levels and racers and their problems range from mild to severe. Now a day's both government and private schools fail to fulfill the needs of the students. In some of the schools the basic facilities like Laboratory, Sanitary, Classroom, Play Ground and curriculum are not good. Then the peer groups and Personal attitude of the students are also not praise worthy. Therefore the high school students meet a number of difficulties in Learning from both at school and Personal Level. These things are Primary Sources for the Learning difficulties. The Present study is an attempt to determine the different aspects of learning difficulties of high schools students which are related with administration curriculum Teachers, Classrooms, Computer, Play Ground, Sanitary family Situation. For this study the investigator, with the help of the supervising teacher of higher secondary schools, constructed an appropriate questionnaire with this tool the required data was collected from random sample of 300 higher secondary school students from Kovilpatti taluk.

### Operational Definitions of the Key Terms

#### Learning difficulties of higher secondary school students in tamil

**Operational definitions of the key terms****Learning**

Learning is the Process where the Learners are able to acquire knowledge for their enrichment in life or knowledge that learners get from reading and studying.

**Difficulty**

The state or quality of being hard to do or to understand a thing or situation that causes problems.

**Higher Secondary School Students**

The students who are studying in standards XI

**Objectives**

1. To find out the level of learning difficulties of higher secondary school students.
2. To find out the significant difference between male and female students in their Learning Difficulties.
3. To find out the significant difference among learning difficulties of higher secondary school students with regards to their nature of school.
4. To find out the significant difference among learning difficulties of higher secondary school students with regards to their community.

**Null Hypotheses**

1. There is no significant difference between male and female students in their Learning Difficulties.
2. There is no significant difference among learning difficulties of higher secondary school students with regards to their nature of school.
3. There is no significant difference among learning difficulties of higher secondary school students with regards to their community.

**Method Adopted in the Present Study**

The investigator selected the normative survey method for the present study.

**Tools Used in the Present Study**

1. The tools used for the present study are
2. Personal data form prepared by the investigator.
3. Learning difficulties scale was prepared by Santhi & Marikani (2012).
4. Investigation of quarterly examination marks in Tamil.

**Population**

The population of the present study consists of teachers those who are working in schools of Kovilpati Taluk.

**Sample**

The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 300 Higher Secondary School students from Kovilpati.

**Statistical Techniques Used**

“Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments”. (Aggarwal Y.P, 2000). Percentage analysis, Arithmetic mean, Standard deviation, ‘t’ test and ANOVA

### Analysis

1. To find out the level of personality factors causing stress among school teachers.

**Table 1.1 Levels Of Learning Difficulties Of Higher Secondary School Students**

Learning Difficulties of Higher Secondary School students	Low		Moderate		High	
	N	%	N	%	N	%
	44	14.7	225	75.0	31	10.3

**Table 1.2 Difference between Male and Female Students in their Learning Difficulties**

Learning Difficulties of Higher Secondary School students	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
	Male	180	48.00	3.634	2.689	S
	Female	120	47.18	4.451		

**Table 1.3 Differences among Learning Difficulties of Higher Secondary School Students with Regards to their Nature of School**

Sl. No.	Dimensions	Sources of variation	df = 4, 295		Calculated 'F' value	Remarks
			Sum of squares	Mean square		
Learning Difficulties of Higher Secondary School students total		Between	68.213	34.107	3.154	S
		Within	4702.117	15.832		

(The Table Value of 'F' Is 3.00, S - Significant)

**Table 1.4 Differences among Community and Learning Difficulties of Higher Secondary School Students with Regards to their Community**

Sl. No.	Dimensions	Sources of variation	df = 4, 295		Calculated 'F' value	Remarks
			Sum of squares	Mean square		
Learning Difficulties of Higher Secondary School students total		Between	53.463	13.366	0.836	NS
		Within	4716.867	15.989		

(The Table Value Of 'F' Is 3.00, S - Significant)

### Results and Discussion

1. It is inferred from the above table (1.1) that 14.7% of higher secondary school students have low, 75.0% of them have moderate and 10.3% of them have high level of learning difficulties.
2. It is inferred from the above table (1.2) that the calculated 't' (2.689) value is greater than the table value (1.96) at 5% level of significance. Hence null hypothesis is rejected. There is significant difference between male and female students in Learning Difficulties. While comparing the mean scores of male students (mean = 48.00) and male students (mean=47.18) female students, male school students are better than the female school students in their Learning Difficulties.
3. It is inferred from the above table (1.3) that the calculated 'F' value (3.154) is greater than the table value, (3.00) for df 297, at 5% level of significance in the learning difficulties of higher secondary school students. There is significant difference among nature of school and learning difficulties of higher secondary school students.

4. It is inferred from the above table (1.4) that the calculated 'F' value is less than the table value, (3.00) for df 295, at 5% level of significance in the learning difficulties of higher secondary school students. Hence the respective null hypothesis is accepted. There is no significant difference among community and learning difficulties of higher secondary school students.

### Interpretations

The 't' test revealed that, both male and female students are having same mean level of learning difficulties. It is mainly because of management and teacher of the schools are not motivating properly and learning new things. Often conducting a seminar and programme for the students in the school to improve their learning skills.

The 'F' test revealed that, Co-Education School Students are better than Girls and Boys School Students in learning difficulties. Normally boys are in under family situation pressure, so he always trying to learn new things and exploit the opportunities in the outside. But in the case girls, they don't have a too much of pressure to her. Obviously it will not reduce her learning difficulties. In co-education, healthy competition will help them to grow but at that same time their concentration towards study is segregated.

### Recommendations

- Recommendations will help to overcome the problems and thereby decreasing the learning difficulties among students in Kovilpatti taulk.
- The first and foremost suggestions is
- Counseling is given to all the students for overcome their learning difficulties by individually.
- Motivating the students at regular interval of time thereby increasing their learning skills.
- Management should provide adequate number of computers for learning many things. It provides vocabulary, automatic spell check will helpful to improvising their writing skills.
- Teachers should maintain good relationship with their students, thereby it will reduce his/ her fear for learning new things.

### Conclusion

From this research, I conclude that "Learning difficulties by the students is at moderate level Managements, Teacher and parents need more attention towards the students/children to overcome these difficulties. Keep on improvising is the best way to overcoming Learning difficulties by the students.

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## A STUDY ON LEARNING AND THINKING STYLES AMONG B.Ed. COLLEGE STUDENTS IN TIRUNELVELI DISTRICT

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<sup>1</sup>R. Malathi <sup>2</sup>S. Venkatesh

### Abstract

*Learning is the central theme of educational psychology and research because of the complexity and importance of this process for the evolution of society. Human beings are unique among all living organisms and their primary adaptive specialization lies in identification with the process of learning. Individual differences observed in the acquisition and process of information during learning results in style differences in learning (Heffler, 2001). In the past 20 years, the study on learning and thinking styles, both theoretical and applied simultaneously sparked a strong interest. The educationists, philosophers and psychologists have accepted that 'learning' and 'thinking' are the key processes. It is necessary to make the child learn and the whole education to be self-learning oriented. Teacher teaches in the classroom with the aim to provide maximum learning experiences to students, but in same class and same atmosphere, two students do not learn in the same way because many factors affect their process of learning. Learning style is one of the factors, and every student has his/her own learning style. The research was a survey type, which consisted of 300 B.Ed., students in Tirunelveli District. The author had used learning and thinking style constructed and standardized by E. Paul Torrance and Cecil Reynolds (1979), Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, 't'-test.*

### Introduction

Education is the process through which the experience of the race, comprising knowledge, skills and attitudes are transmitted to individuals who are the members of the race, concepts change, attitudes and skills. In this context, education is the process of assisting the learner to adjust to the ever-changing world. Man as a social animal tries to understand the atmosphere from his birth. He acquires abilities to adjust himself in his society. There is a need to guide him, to lead him and to bring him to a better development and adjustment. Education is necessary for imparting experience in the light of social development (Karpur, 1962). Education is a lifelong process. It is through education that man develops the thinking and reasoning, problem solving and creativity, intelligence and aptitude, positive sentiments and skills and good values and attitudes. It is through education, he is transformed into human, social, moral and spiritual being.

### Significance of the Study

Today every educationist realizes the need of education in depth. Now that educationists have built up a considerable body of knowledge about human behavior of which creativity is unique and ineradicable. If we understand the level of styles of learning and thinking or otherwise the style of processing of information of students then we can improve the teaching and to promote potential of learning among students. Thus, this study has been undertaken. The present study will throw light on the styles of learning and thinking of the student which is the most important process in the field of education. The educational psychology helps the students and to the teacher educators in widening the knowledge and enriching his own personal life. Educational psychology helps him to know his own behavior, hopes abilities, personality characteristics, shortcomings etc. So this study will help him / his to improve learning and thinking styles and to become a good student. Thus this study has been undertaken by the investigator.

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<sup>1</sup> M.Ed, Scholar, Mahatma Gandhi College of Education, Solasari, Tirunelveli

<sup>2</sup> Assistant Professor, Mahatma Gandhi College of Education, Solasari, Tirunelveli



**Title of the Study**

A Study on Learning and Thinking Styles Among B.Ed. College Students in Tirunelveli District  
Operational Definitions

**Learning and Thinking Styles**

Learning styles refer to the various styles in the process of change in behavior and thinking styles refer to the various styles in the cognitive process of mind.

**B.Ed Students**

The individuals after graduation or post graduation who are in the process of obtaining a bachelors degree in education for qualifying themselves to teach in the secondary or higher secondary schools respectively.

**Tirunelveli District**

It is in southern part of Tamil Nadu state.

**Objectives**

- 1.1 To find out the level of learning and thinking styles among B.Ed students
- 1.2 There is no significant difference between male and female students in their learning and thinking styles of B.Ed College Students.
- 1.3 There is no significant difference between married and unmarried B.Ed College students in their learning and thinking styles.
- 1.4 There is no significant difference between rural and urban college students in their learning and thinking styles of B.Ed College Students

**Null Hypotheses**

- 2.1 There is no significant difference between male and female students in their learning and thinking styles of B.Ed College Students.
- 2.2 Significant difference between married and unmarried B.Ed College students in their learning and thinking styles.
- 2.3 significant difference between rural and urban college students in their learning and thinking styles of B.Ed College Students

**Method Adopted in the Present Study**

In the present study, the investigator used the "Normative survey Method". The survey approach to educational problems is one of the most commonly used approaches. It is a method of collecting and analyzing data obtained from a large number of respondents to test hypothesis regarding the status of the problem of research.

**Tool Used for the Present Study**

The tool for the identification of styles of learning and thinking of the student in the student in the present study is the 'your style of learning and thinking' constructed and standardized by E. Paul Torrance and Cecil Reynolds (1979). This is very popular and widely used tool was constructed and standardized by covering under graduates and graduates at the University of Georgia, University of Nebraska at Lincoln and University of Nebraska at Omaha.

**Population**

The population of the study included B.Ed students from Tirunelveli district.

**Sample**

The sample of the present study consisted of 300 students. Among them 110 are male and 190 are female.

### Statistical Techniques Used

"Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments".

Percentage analysis, Arithmetic mean, Standard deviation and 't' test

### Analysis

**Table 1 Level of Learning and Thinking Styles among B.Ed Students**

Low		Moderate		High	
Count	%	Count	%	Count	%
48	16.0	215	71.7	37	12.3

**Table 2 Difference between Male and Female B.Ed Students in their Learning and Thinking Styles**

Variable	Gender	Count	Mean	Standard	Calculated	Remark at
				deviation	't' value	5% level
Learning and thinking styles	Male	111	77.51	14.161	2.445	S
	Female	189	72.84	18.715		

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

**Table 3 Difference between Married and Un Married B.Ed Students in their Learning and thinking Styles**

Variable	Marital Status	Count	Mean	Standard	Calculated	Remarks at
				deviation	't' value	5% level
Learning and thinking styles	Married	237	75.34	16.564	1.358	NS
	Unmarried	63	71.67	19.681		

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

**Table 4 Difference between Rural and Urban Area College B.Ed Students in there Learning and thinking Styles**

Variable	Location of the college	Count	Mean	Standard deviation	Calculate 't' value	Remark at 5% level
Learning and thinking styles	Rural	242	75.06	16.946	0.954	NS
	Urban	58	72.50	18.696		

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

### Results and Discussion

1.1 It is inferred from the above table (1.1) that 16.0% of the B.Ed college students have low 71.7% of them have moderate and 12.3% of them have high level of learning and thinking styles.

- 1.2 It is inferred from the above table (1.2) that there is significant difference between male B.Ed College Students and female B.Ed College students in their learning and thinking styles. Hence the null hypothesis is rejected. While comparing the mean scores the male B.Ed students (mean=77.51) is better than the female B.Ed students (mean=72.84) in their learning and thinking styles.
- 1.3 It is inferred from the above table (1.3) that there is no significant difference between married and unmarried students in their learning and thinking styles of B.Ed College Students. Hence the null hypothesis is accepted.
- 1.4 It is inferred from the above table (1.4) that there is no significant difference between rural and urban college students in their learning and thinking styles of B.Ed College Students. Hence the null hypothesis is accepted.

### Interpretations

The 't' test result reveals that there is significant difference in the learning and thinking styles among B.Ed students with respect to gender. While comparing the mean scores, the male B.Ed students are having better learning and thinking styles than female B.Ed students. This may be due to the fact that the male students can think and work independently. So they are having more charge to use the various styles in the process of learning and thinking. It influences the result.

### Recommendations

1. Create some interest to students through virtual learning, e-learning, internet mobile learning etc.
2. It is heartening to say students are creative, found of visual instructions and mostly like to do open ended assignments.
3. There may be emergence of researchers from this population in a higher level.
4. If conducive and congenial environment for learning prevail means students brain activity will be improved.

### Conclusion

The contemporary world one of the essential issues is how to educate students in a way that their styles are compatible with today's complex and changing situation and the challenging conditions of the future. Every student has his own specific learning style. These styles affect our learning under specific conditions. Some students learn better via listening, while some other students learn better via reading.

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## **AWARENESS OF ENVIRONMENTAL DEGRADATION AND ATTITUDE TOWARDS ENVIRONMENTAL EDUCATION AMONG HIGHER SECONDARY SCHOOL STUDENTS IN SIVAKASI TALUK**

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<sup>1</sup>M. Narayanasamy <sup>2</sup>. S. Venkatesh

### **Abstract**

*Environmental education refers to recognized efforts to teach about how natural environments function and particularly, how human beings can manage their behavior and ecosystems in order to live sustainably. The term is often used to imply education within the school system. This is a term used to describe a situation in which a part or the natural environment is damaged. It can be used to refer to damage to the land, to water or the air. Environmental degradation can also mean a loss of biodiversity and a loss of natural resources in an area. Environmental degradation is not a new thing, it has been happening all over the world for countries. The problem is that it is now occurring at a much faster rate, therefore not leaving enough time for the environment to recover and regenerate. We are not the first generation to damage to the planet but we are first to realize the extent of the problem. We are the only generation that can prevent a massive loss of environmental degradation. Huge losses have already taken place and we will have to make major changes in the way we treat the planet if we are to save it in anything like an intact state. The research was a survey type, the investigator has randomly selected 300 XI standard students from Higher Secondary Schools in Sivakasi Taluk. The investigator adopted the Awareness of Environmental Degradation scale was prepared and validated by Venkatesh and Bhavathi (2014) and Attitude towards Environmental Education Degradation scale was prepared and validated by Venkatesh and Bhavathi (2014). The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, 't'-test.*

### **Introduction**

Education is something external which is imposed from outside. But according to the word "educare" it is a growth from within. It is in this latter sense that most of the modern educationists use and imply the terms 'education' these days. It should however, be noted clearly that nothing can be 'drawn' unless 'something' is put in beforehand. It is therefore that before we expect to 'draw out' the best in the child, we have to give him knowledge and experience as the development of skills. Education is thus, means both the acquisition of knowledge and as well as the development of skills, habits and attitudes which help a person to lead a full and worthwhile life in this world. It is in fact, a process of training the individual through various experience of life so as to draw out the best in him.

### **Significance of the Study**

The investigator is aware of the environmental degrade and the threats to it that are alarmingly growing. As the investigator is a student of science, and very much interested in the biological issues, she was prompted to select and investigate this problem on "Awareness of Environmental Degradation and Attitude towards Environmental Education among Higher Secondary School Students in Sivakasi Taluk". The students may not be aware of the present situation of our bio-diversity the causes of its destruction, the need for its presentation and various conservation programmes. It is necessary to inculcate in students the love for environmental for its better conservation. As he would be teacher the scholar wanted to know how far the students are aware of degrade and its conservation. The awareness of it will help the administrators, teacher and educationists to include the different aspects of environmental in the curriculum.

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<sup>1</sup> M.Ed, Scholar, Mahatma Gandhi College of Education, Solasari, Tirunelveli

<sup>2</sup> Assistent Professor, Mahatma Gandhi College of Education, Solasari, Tirunelveli

Our generation is the first one that really becomes aware of the fact that the human population is causing irreparable damage to the planet to the air, water and soul of the planet and to its biological resources. We are not the first generation to damage to the planet but we are first to realize the extent of the problem. We are the only generation that can prevent a massive loss of environmental degradation. Huge losses have already taken place and we will have to make major changes in the way we treat the planet if we are to save it in anything like an intact state

### **Title of the Research**

The investigator has selected the present study with the aim of knowing the level of awareness of environmental degradation among the higher secondary school students and therefore it has been entitled as **Awareness of Environmental Degradation and Attitude towards Environmental Education among Higher Secondary School Students in Sivakasi Taluk.**

### **Operational Definitions of the Key Terms**

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

#### **Awareness**

Webster's New Dictionary (1990) defines awareness as "Cautions of something".

It means having knowledge or realization of something that effect the surrounding environment. Help students acquire an awareness and sensitivity to the total environment and its problems; develop the ability to perceive and discriminate among stimuli; process, refine and extend these perceptions; and use this new ability in a variety of context.

#### **Environmental Degradation**

The term environment is used to describe in aggregate, all the external forces, influences and conditions, which affect the life, nature, behavior and the growth, development and maturity of living organism. Environmental degradation is the result of developmental process of economic and technological activities of man.

#### **Environmental Education**

Environmental education refers to recognized efforts to teach about how natural environments function and particularly, how human beings can manage their behavior and ecosystems in order to live sustainably. The term is often used to imply education within the school system

#### **Higher Secondary Students**

By this term, the investigator means that the XI standard students are studying in higher secondary schools in Sivakasi Taluk.

### **Objectives**

- 1.1 To find out the level of awareness of environmental degradation among higher secondary students.
- 1.2 To find out the level of awareness of environmental degradation among higher secondary students with respect to gender.
- 1.3 To find out the significant difference between male and female students in their awareness of environmental degradation among higher secondary school students.
- 1.4 To find out the level of awareness of environmental education among higher secondary students.
- 1.5 To find out the level of awareness of environmental education among higher secondary students with respect to gender.
- 1.6 To find out the significant difference between male and female students in their awareness of environmental education among higher secondary school students.

### Null Hypotheses

- 2.1 There is no significant difference between male and female students in their awareness of environmental degradation among higher secondary school students.
- 2.2 There is no significant difference between male and female students in their awareness of environmental education among higher secondary school students.

### Method Adopted in the Present Study

The investigator selected the normative survey method for the present study.

### Tools Used in the Present Study

1. Personal data form prepared by the investigator.
2. Awareness of Environmental Degradation scale was prepared and validated by Venkatesh and Bhavathi (2014).
3. Attitude towards Environmental Education Degradation scale was prepared and validated by Venkatesh and Bhavathi (2014).

### Population for the Study

Koul (1984) says "A population refers to any collection of specific group of human being or non – human being such as objects, educational instruction, time units, geographical areas salaries drawn by individuals, some statisticians it universe cell".

The population of the study consists of those who are studying in eleventh standard students in Sivakasi Taluk.

### Sample for the Study

Best says, "A sample is a small proportion selected for observation and analysis".

For the present study, the investigator has randomly selected 300 XI standard students from Higher Secondary Schools in Sivakasi Taluk.

### Statistical Techniques Used

"Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments". (Aggarwal Y.P, 2000).

Percentage analysis, Arithmetic mean, Standard deviation and 't' test

### Analysis

**Table 1.1 Level of awareness of Environmental Degradation among Higher Secondary Students**

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Awareness of Environmental Degradation	49	16.3	215	71.7	36	12.0

**Table 1.2 Level of awareness of Environmental Degradation among Higher Secondary School Students with Respect to Gender**

Gender	Low		Moderate		High	
	N	%	N	%	N	%
Male	41	18.1	159	70.0	27	11.9
Female	8	11.0	56	76.7	9	12.3

**Table 1.3 Difference between Male and Female Students in their awareness of Environmental Degradation of Higher Secondary School Students**

Variable	Male		Female		Calculated 't' values	Remarks
	N = 227		N=73			
	Mean	S.D	Mean	S.D		
Awareness of Environmental Degradation	84.46	7.489	86.77	7.653	2.254	S

(At 5% level of significance, the table value is 1.96)

**Table 1.4 Level of Attitude towards Environmental Education among Higher Secondary Students**

Variable	Low		Moderate		High	
	Count	%	Count	%	Count	%
Attitude towards Environmental Education	37	12.3	222	74.0	41	13.7

**Table 1.5 Level of Attitude towards Environmental Education among Higher Secondary School Students with Respect to Gender**

Gender	Low		Moderate		High	
	N	%	N	%	N	%
Male	34	15.0	169	74.4	24	10.6
Female	3	4.1	53	72.6	17	23.3

**Table 1.6 Difference between Male and Female Students in their Attitude towards Environmental Education of Higher Secondary School Students**

Variable	Male		Female		Calculated 't' values	Remarks
	N = 227		N=73			
	Mean	S.D.	Mean	S.D		
Attitude towards Environmental Education	99.48	10.97	103.90	9.092	3.434	S

(At 5% level of significance, the table value is 1.96)

### Results and Discussion

1. It is inferred from the above table (1.1) shows that 71.7% of higher secondary school students have the moderate level of awareness of environmental degradation.
2. It is inferred from the above table (1.2) shows that 70.0% of male and 76.7% of female higher secondary school students have the moderate level of awareness of environmental degradation
3. It is inferred from the above table (1.3) shows that 70.0% of higher secondary school students have the moderate level of attitude towards environmental education.
4. It is inferred from the above table (1.4) shows that 74.4% of male and 72.6% of female higher secondary school students have the moderate level of attitude towards environmental education.
5. It is inferred from the above table (1.5) shows that there is significant difference between male and female in their awareness of environmental degradation among higher secondary school students.
6. It is inferred from the above table (1.6) shows that there is significance difference between male and female students in the attitude towards environmental education of higher secondary school students.

### Interpretations

't' test result reveals that there is significant difference between male and female higher secondary school students in their awareness of environmental degradation. The female students are better than

male students. The female students are the home makers in their home, they have categorized their waste in to degradable and non degradable and it may help to have an awareness of environmental degradation. Male students of higher secondary students are normally so much attached with the society so that they are having more environmental awareness.

't' test result reveals that there is significant difference between male and female higher secondary school students in their attitude towards of environmental education. The female students are better than male students. This may due to the fact that the female students are mostly spent their time at home only, they have an interest to decorate their environmental places, it may help them to have attitude towards environmental education.

### **Recommendations**

The investigator makes the following suggestions in order to discriminate information and knowledge of environmental degradation among students.

1. The study of environment education and its practical aspects should be part of syllabus.
2. Topics like environmental awareness, environmental pollution, global warming, ozone depletion and natural hazarders, should be included in arts group subjects.
3. Co-curricular and extracurricular activities should be encouraged to promote awareness of environmental degradation.

### **Conclusion**

The science of environment is called environment studies. Without favorable environment no progress can be made; but impact of environment also react as a catalyst of change for human behavior because sometime the degradation of environment leads towards the stimulation of endocrine secretion which cause a major factor in the change of human behavior.

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## MATHEMATICAL INTEREST AMONG HIGH SCHOOL STUDENTS

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<sup>1</sup> Dr.S.Prakash <sup>2</sup>A.Vences Cyril

### Abstract

*The present study is entitled as “Mathematical interest among high school students”. The focus was on identifying the talents of the learner and empowering with positive input. A trend has been growing in the recent past that the students are losing interest in mathematics. Enrolment in mathematics in higher education has declined in our state. Unless interest in studying mathematics is developed from school stage, one cannot expect it at a later stage. From psychological view point, interest is an internal faculty which leads a particular person in its environment toward a thing, person and activity or diverts him from them. Therefore if one wants to learn something he/she should try to develop ‘interest’ in that thing. It is equally true for mathematics. So, it is true that for attaining high achievement and proper learning in mathematics, one should be highly interested in the subject. The research type was a survey method, which consists of purposive sampling of 100 high school students in Dindigul district. Personal data sheet was prepared by the investigator and mathematical interest inventory constructed and standardized by Banani Bora and Hemanta Kumar (2014) was used. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and ‘t’-test.*

### Introduction

Mathematics reveals hidden patterns that help us understand the world around us. Now much more than arithmetic and geometry, mathematics today is a diverse discipline that deals with data, measurements and observations from science; with inference, deduction and proof and with mathematical models of natural phenomena, of human behavior and of social systems. As a practical matter, mathematics is a science of pattern and order. Its domain is not molecules or cells, but numbers, chance, form, algorithms and change. As a science of abstract objects, mathematics relies on logic rather than on observation as its standard of truth, yet employs observation, simulation and even experimentation as means of discovering truth (Datta & Singh, 1962).

### Significance of the Study

In the present day, mathematics has come to be recognized as the key to every science and every subject that has advanced the mathematics for progress. Mathematics is indispensable to every walk of life. Mathematics plays an important role in vocational, professional, administrations and industries and all institutions. Napoleon also said, “The progress and the improvement of mathematics are linked to the prosperity of the state”.

Study of mathematics helps in developing proper moral attitudes also, as there is no place for prejudiced feelings, biased outlook, doubts etc. in the learning of this subject. The qualities like honesty, justice, punctuality and self-confidence indirectly gets inculcated through the teaching and learning of mathematics. These qualities help in the development of morality and sound character. Some people wrongly consider mathematics as un-artistic and non-aesthetic. But, for a true student of mathematics it is all beauty, symmetry, balance, harmony, art and music (Sidhu, 1967). In order to keep pace with modernization, the Indian Education Commission (1964-66) suggested that education should awaken curiosity, develop interests, attitude and build up essential skills to think and judge for one self.

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<sup>1</sup> Principal, TVS Teacher Training Academy, Lakshmi Campus, Veerapanchan, Madurai

<sup>2</sup>Assistant Professor in Mathematics, Peniel Rural College of Education, Vemparali, Natham, Dindigul

In the field of education, it has become a burning problem and the numbers of low achiever students in mathematics in the school level are constantly increasing. In spite of the pedagogic progress and efforts of teachers of mathematics, results in general are unsatisfactory. It is a fact that, despite its utility and importance, mathematics is perceived by most pupils as difficult, boring, not very practical and abstract. For most students, the subject is not a source of satisfaction, but rather one of frustration, discouragement and anxiety. This may be due to the lack of 'interest' of the students in the subject (Artzt, 1999). A trend has been growing in the recent past that the students are losing interest in mathematics. Enrolment in mathematics in higher education has declined in our state. Unless interest in studying mathematics is developed from school stage, one cannot expect it at a later stage. Therefore if one wants to learn something he/she should try to develop 'interest' in that thing. It is equally true for mathematics. So, it is true that for attaining high achievement and proper learning in mathematics, one should be highly interested in the subject. Owing to the importance of 'interest' of the students in learning of mathematics, there is a great necessity to study about interest. There may be different factors such as age of the pupil, psychological development, environment where they live and learn which influences interest of a student in the mathematics. So, there is a great need to study students' interested or disinterested in mathematics and suggest remedies for those. The above stated facts motivated us to select our topic of investigation as Mathematical interest among high school students.

### Objectives

1. To find out the level of mathematical interest of high school students with regard to gender.
2. To find out the level of mathematical interest of high school students with regard to locality of school.
3. To find out the level of mathematical interest of high school students with regard to locality of student.
4. To find out whether there is any significant difference in mathematical interest of high school students with regard to gender.
5. To find out whether there is any significant difference in mathematical interest of high school students with regard to locality of school.
6. To find out whether there is any significant difference in mathematical interest of high school students with regard to locality of student.

### Hypotheses

**H<sub>0</sub>1:** There is no significant difference between male and female high school students in their mathematical interest.

**H<sub>0</sub>2:** There is no significant difference between rural and urban school high school students in their mathematical interest.

**H<sub>0</sub>3:** There is no significant difference between rural and urban high school students in their mathematical interest.

### Delimitation

1. The study is limited to high school students in Dindigul district only.
2. The investigator has proposed to choose only 100 high school students as sample for the study.

### Method Used

The investigator has adopted survey method to do a "Mathematical interest among high school students".

### Population and Sample

The population of the present study consists of students in high schools of Dindigul district, Tamilnadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 100 high school students.

### Tool Used

This study aims to evaluate the Mathematical interest among high school students. The investigator has used the mathematics interest inventory constructed and standardized by Banani Bora and Hemanta Kumar (2014). Each item has two options-'yes' and 'no'. Out of 40 items, 20 items are positively and remaining 20 are negatively oriented. For each positive response against a question indicating 'liking', one mark was awarded and for negative response on the same item zero mark was awarded. Reverse order was used for the questions indicating 'disliking' for the subject.

### Statistical Techniques Used

Mean, SD and 't' test were used in this study

### Analysis of Data

**Table 1**

Mathematical Interest	Gender	Low		Moderate		High	
		N	%	N	%	N	%
	Male	7	13.5	34	65.4	11	21.2
Female	8	16.7	32	66.7	8	16.7	

**Table 2**

Mathematical Interest	Locality of School	Low		Moderate		High	
		N	%	N	%	N	%
	Rural	7	15.9	29	65.9	8	18.2
Urban	8	14.3	37	66.1	11	19.6	

**Table 3**

Mathematical Interest	Locality of Student	Low		Moderate		High	
		N	%	N	%	N	%
	Rural	7	16.7	29	69.00	6	14.3
Urban	8	13.8	37	63.8	13	22.4	

**Table 4**

Mathematical Interest	Gender	Count	Mean	S.D	Calculated 'P' value
	Male	52	29.58	6.085	
	Female	48	28.42	6.084	

**Table 5**

Mathematical Interest	Location of School	Count	Mean	S.D	Calculated 'P' value
	Rural	42	27.93	5.753	
	Urban	58	29.81	6.239	

**Table 6**

Mathematical Interest	Location of Student	Count	Mean	S.D	Calculated 'P' value
	Rural	44	28.23	5.834	
	Urban	56	29.64	6.251	

## Results and Discussion

- Table 1 reveals that 13.5% of male and 16.7% of female high school students have low in mathematical interest, 65.4% of male and 66.7% of female high school students have moderate in mathematical interest and 21.2% of male and 16.7% of female high school students have high in mathematical interest.
- Table 2 reveals that 15.9% of rural and 14.3% of urban school high school students have low in mathematical interest, 65.9% of rural and 66.1% of urban school high school students have moderate in mathematical interest and 18.2% of rural and 19.6% of urban school high school students have high in mathematical interest.
- Table 3 reveals that 16.7% of rural and 13.8% of urban high school students have low in mathematical interest, 69.00% of rural and 63.8% of urban high school students have moderate in mathematical interest and 14.3% of rural and 22.4% of urban high school students have high in mathematical interest.
- Table 4 revealed that there is no significant difference between male and female high school students in their mathematical interest.
- Table 5 revealed that there is significant difference between rural and urban schools high school students in their mathematical interest. While comparing the mean scores rural (27.93) and urban (29.81) schools. The urban schools may better in their mathematical interest. This may due to the fact that urban area schools relates to the area that are surrounding by cities and it is well populated areas compared to rural area which is sparsely populated areas. They have many advantages and facilities in their education compared to rural schools.
- Table 6 revealed that there is significant difference between rural and urban high school students in their mathematical interest. While comparing the mean scores rural (28.23) and urban (29.64) students. The urban students may better in their mathematical interest. This may due to the fact that students in urban schools are exposed to a variety of teaching and learning materials. They visit zoos, national parks, sanctuaries, schools among others which make them remember concepts easily. Availability of the information that they get from various sources like mass media and electronic media, their educated families and peers groups which help them for better performance.

## Conclusion

Education is proving to be effective instrument that can raise students' interest, attitude and attention. The study revealed that students in rural areas are much less likely to have interest in mathematics than students of urban areas. So from these, we can clarify that, there is a gap of performance between students that live in rural and urban areas. Students that lives in undeveloped village must try to attain the best education for them and do not make their living environment as one of the factors that be a barrier in their success. The government should take initiative to develop rural area schools.

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**RELATIONSHIP BETWEEN HOME ENVIRONMENT AND ACADEMIC  
ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN  
RAJAPALAYAM TALUK**

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**<sup>1</sup>P. Ramachandran**

**Abstract**

*The present research aims to study the relationship of home environment on students' academic achievement. The family not only is the first group to which he is exposed, but also is in many ways the most influential. Generally, the child, until he goes to school, spends all his time in the family. After he enters the school and until adolescence, he spends roughly half his time and after adolescence a quarter of his time in the family. Academic achievement is one of the key factors leading to occupational success of an individual in later life. It is an established fact that heredity and environment are the two major influences associated with students' academic achievement. The research was a survey type, the sample for the present study consisted of 300 higher secondary students in Rajapalayam Taluk. The investigator has adopted Home environment scale prepared and validated by Amalraj and Greesh Kumar. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, 't'-test.*

**Introduction**

The famous Greek Philosopher Socrates had said that 'knowledge is virtue' and he who is knowledgeable is virtuous and just. Francis Bacon had said that 'knowledge is power' and the knowledge of the universe around is instrumental for the progress of a society. Education connotes "Modification of human behaviour" or "drawing out the best in man" and it is a lifelong process which cannot be confined only to the four walls of the schools. It is also the process by which people acquire knowledge, skills, habits, values or attitudes. Education aims at the total and wholesome or harmonious development of the personality of the child. It should afford opportunities to the individual to develop oneself physically, mentally, intellectually, morally and socially. Education makes a man sociable and harmonious.

**Significance of the Study**

No child can grow in vacuum. He needs all types of elements, in his environment to help him to grow, to develop, to become complete and to possess integrity. The complex structure and functioning of the society has proved to be too taxing for the individuals adjusting capacities to meet the demands of the environment. The home environment includes the facilities of home, education of parents, occupation of parents income etc. Healthy home environment is the prerequisite for developing good academic performance. Parents also helps to establish a safety net of concerned adults that can support children's academic and socio emotional development and assist children if adjustment problems arise. Every student from the beginning of the first grade until he finishes college education makes a long series of adjustment between whole unique personality and the environment. The best integrated and adjusted individuals would have established some reasonable goal in line with their interests, abilities and settled down work towards these goals seriously and steadily, without unusual tensions. The stage of adolescence is a transitional period. Sometimes the conflicting demands of the parents leave the adolescent confused and maladjusted to his self and the society. The academic achievement is an important factor for a child in his environment. Good academic achievement is created only when the individual's home environment is conducive for learning. If the environment facilities in the home give satisfaction to an well adjusted individual he may develop high achievement.

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<sup>1</sup> M.Ed, Scholar, Mahatma Gandhi College of Education, Solasari, Tirunelveli

Academic achievement and intellectual growth depend to a large extent on home environment. The adolescents are at the cross roads in their life. They need to mature into well adjusted human beings. Keeping in mind the needs of good home environment on achievement, the study has been undertaken to find out influence of these variable on academic achievement of higher secondary students.

### **Title of the Study**

Relationship between Home Environment and Achievement of Higher secondary Students in Rajapalayam Taluk

### **Operational Definitions**

#### **Definition of Terms**

The key term used in the title are given below.

#### **Home Environment**

Home environment refers to the atmosphere prevailing at home with reference to parent child relations, growth and development of the child and facilities available at home.

#### **Academic Achievement**

Academic achievement refers to any test that measures the attainment of an individual after a period of training or learning.

#### **Higher Secondary Students**

Students who have passed their tenth standard examination and studying eleventh and twelfth standard

### **Objectives**

- 1.1 To find out the level of home environment of higher secondary school students
- 1.2 To find out the significant difference between male and female students in their Home Environment.
- 1.3 To find out the level of academic achievement of Higher Secondary School students.
- 1.4 To find out the significant difference between male and female students in their Academic achievement.
- 1.5 To find out the significant relationship between home environment and academic achievement of higher secondary school students.

### **Null Hypotheses**

- 2.1 There is no significant difference between male and female students in their Home Environment.
- 2.2 There is no significant difference between male and female students in their Academic achievement.
- 2.3 There is no significant relationship between home environment and academic achievement of higher secondary school students

### **Method Adopted**

The present study attempts to find out the relationship of home environment and achievement of higher secondary students. Since the problem is concerned with survey type, the investigator has selected the normative survey method for conducting the study.

### **Tools Used for the Present Study**

The investigator developed the questionnaires for conducting a study on "Relationship between Home Environment and Academic Achievement of Higher Secondary Students in Rajapalayam Taluk" The investigator has adopted the Home environment scale.

- a) Home environment scale prepared and validated by Amalraj and Greesh Kumar
- b) Investigation of quarterly examination marks in chemistry.

### Population and Sample

The population for this study consisted of the higher secondary school students in Rajapalayam Taluk. The following table shows the sample taken by the investigator. The sample for the present study consisted of 300 higher secondary students studying in different schools of Rajapalayam Taluk. The investigator selected 10 schools for the present study. The investigator has adopted random sampling technique.

### Statistical Techniques Used

“Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments”.

Percentage analysis, Arithmetic mean, Standard deviation and ‘t’ test

### Analysis

**Table 1.1 Level of Home Environment of Higher Secondary School Students**

Home Environment of Higher Secondary School students	Low		Moderate		High	
	N	%	N	%	N	%
	40	13.3	208	69.3	52	17.3

**Table 1.2 Difference between Male and Female Students in their Home Environment**

Home Environment of Higher Secondary School students	Category	Count	Mean	S.D	Calculated ‘t’ value	Remarks at 5% level
	Male	214	63.94	6.034	0.802	NS
	Female	86	64.47	4.722		

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

**Table 1.3 Level of Academic Achievement of Higher Secondary School Students**

Academic achievement of Higher Secondary School students	Low		Moderate		High	
	N	%	N	%	N	%
	51	17.0	188	62.7	61	20.3

**Table 1.4 Difference between Male and Female Students in their Academic Achievement**

Academic achievement of Higher Secondary School students	Category	Count	Mean	S.D	Calculated ‘t’ value	Remarks at 5% level
	Male	214	148.31	25.775	1.977	S
	Female	86	154.17	22.104		

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

**Table 1.5 Relationship between Home Environment and Academic Achievement of Higher Secondary School Students**

N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	Calculated ‘ $\gamma$ ’ value	Remarks
300	19227	44998	369677529	2024820004	8655176846	0.6386	S

### Results and Discussion

1.1 It is inferred from the above table (1.1) 13.3% of higher secondary school students have low,

69.3% of them have moderate and 17.3% of them have high level of Home Environment.

- 1.2 It is inferred from the above table (1.2) that there is no significant difference between male and female students in Home Environment.
- 1.3 It is inferred from the above table (1.3) 17.0% of higher secondary school students have low, 62.7% of them have moderate and 20.3% of them have high level of Academic achievement.
- 1.4 It is inferred from the above table (1.4) that there is significant difference between male and female students in academic achievement. While comparing the mean scores the male (mean=148.31) and the female (mean=154.17) students in their academic achievement of Higher Secondary School students. The female students are better than the male students.
- 1.5 It is inferred from the above table (1.5) that there is a significant relationship between home environment and academic achievement among higher secondary school students.

### Interpretations

't' test result reveals that there is significant difference between male and female higher secondary school students in their academic achievement. The female students are better than male students. This may due to the fact that girls read more than boys. Reading proficiency is the basis upon which all other learning is built. When boys don't do well at reading, their performance in other school subjects suffers too. Girls spend more time on homework. On average, girls spend five and a half hours per week doing homework while boys spend a little less than four and a half hours.

The correlation results revealed that there is a significant relationship between home environment and academic achievement among higher secondary school students. In the nutshell, it can be concluded that home environment did not affect academic achievement of students. No doubt, it is manifested that home environment is important factor in academic achievement.

### Recommendations

The investigator makes the following suggestions in order to the students.

1. Teachers should give freedom in the classroom to ask the opinion of the students and their suggestions.
2. A new examination system would be appreciable to evaluate the creativity of the students.
3. The teacher must ask the feedback from the students in the class.
4. A special curriculum may be framed in such a way that they are updated and help the students to develop the interpersonal skills of the students.

### Conclusion

Parental expectations, encouragement and interest in their child's education plays a very important role in developing adequate home environment in a child and in facilitating his or her academic achievement. Every parent must encourage and take active interest in his/her child's education so as to facilitate adequate development of the child's home environment and enhance his / her academic achievement.

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## PROBLEMS IN LEARNING SCIENCE AMONG HIGH SCHOOL STUDENTS

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<sup>1</sup> M.Rajika <sup>2</sup> Dr.M.Meenakshi

### Abstract

*Educators and psychologists have evidence that students' conceptions of learning have a profound influence on the learning process, and thus are related to learning outcomes. The purpose of this paper is to explore the conceptions of learning science held by high school students. The interview data gathered from these students, analyzed by a phenomenographic method, revealed seven categories of conceptions of learning science, including: learning science as memorizing, preparing for tests, calculating and practicing tutorial problems, the increase of knowledge, applying, understanding, and seeing in a new way. The educational contexts or curricular programmes in which these high school students enrolled also played a role in their conceptions of learning of learning science, motivational orientations, and standards of evaluating learning outcomes. How to change students' unfruitful conceptions of learning science was also discussed.*

### Introduction

Education in its general sense is a form of learning in which knowledge skills and habits group of people are transferred from one generation to the next through teaching research or simply through Auto didacticism.

All these meanings indicate that education seeks to nourish the good qualities mean and draw. Out the best in every individual education seeks to develop the innate inner capacities of them.

### Need for the Study

Science in a vast area in the field of science. The students have to learn a lot and spend more time in learning science. High secondary science basically divided into three branches namely physics, science, and biology. So they have to concentrate and spend more time separately. The students have to learn the chemical names, mathematical equations, -isolation, properties classifications and various types of laws. Science is not only a theory oriented subject.

### Objectives of the Study

1. The main objectives of the study are listed below.
2. To measure the level of problems in learning science among
3. high school students.
4. To measure the significant influence of independent variables in
  - a. learning science dependent
  - b. Viz. Gender, religion, community, nativity, mother tongue, school type, medium of instruction, family type, family climate, family income, father educational level, mother educational level, study habit, interest subject, news paper reading, library using, co-curricular activities, access to computer, access to internet, Number of intimate friends, mostly like, attention in class, interested to study, apparatus handling, study through book.

### Hypothesis of Study

High school students have average level of problems in learning science.

There is no significant difference between male and female students in problems in learning science.

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<sup>1</sup> M.Ed Scholar, Mangayarkarasi College of Education, Paravai, Madurai

<sup>2</sup> Assistant Professor in Education,  
Mangayarkarasi College of Education, Paravai, Madurai

There is no significant difference in the problems in learning science among high school students in terms of religion.

There is no significant difference in the problems in learning science among high school students in terms of community.

### Terms and Definitions

Problem -Refers to a thing difficult to achieve Learning -Refers the acquisition of knowledge (or)skills. science -Refers to the branch of science that deals with the Identification of the substances of which matter is composed. High School-Refers to student who are studying in IX and X students Standard Various, schools.

### Methodology – in – Brief

A stratified Random sample of 300 high school students was constituted with due representation given to gender, religion, community, etc.

The tool used in the current study was “ Problems in learning science among high school students”, which was developed and standardized by investigator (2017) was used for data collection.

### Analysis and Interpretations of Data

Problems in Learning Science among High School Student

#### Analysis of Data

##### Hypothesis 1:

High school students facing average level of problem faced in learning science:

The mean score of the problems in learning science among high school students is 29.96 while the theoretical value is 52. Hence the problems in science among high school students is average.

**Hence the hypothesis 1 is accepted.**

##### Hypothesis 2:

Gender exerts no significant influence on problem in learning science among high school students.

The details of statistical measures, results of tests of significance difference between the mean scores of problems in learning science in term of gender are given below table no.4.1.

**Table 4.1 Statistical Measures and Results of Tests of Significance Difference between the Mean Scores of Problem in Learning Science**

Gender Wise

Gender	N	Mean	SD	't' Value	Significance at 0.05 Level
Male	142	29.95	6.04	0.04	Not Significant
Female	158	29.98	5.98		

The obtained't' value is 0.04 less than the critical value of 1.96 at 0.05 level of significance. This indicates that there is no significant difference between male and female in their learning science.

**Hence the hypothesis 2 is accepted.**

##### Hypothesis 3:

Religion exerts no significant influence on problem in learning science among high school students.

The details of statistical measures, results of tests of significance difference between the mean scores of problems in learning science in term of Religion are given below table no:4.2

**Table 4.2 Statistical Measures and Results of Tests of Significance Difference between the Mean Scores of Problem in Learning Science**

**Religion wise**

Religion	N	Mean	SD	't' Value	Significance at 0.05 Level
Hindu	283	30	5.98	0.39	Not Significant
Non Hindu	17	29.41	6.45		

The obtained 't' value is 0.39 less than the critical value of 1.96 at 0.05 level of significance. This indicates that there is no significant difference between male and female in their learning science.

**Hence the hypothesis 3 is accepted.**

**Hypothesis 4:**

Community exerts no significant influence on problem in learning science among high school students.

The details of statistical measures, results of tests of significance difference between the mean scores of problems in learning science in term of Community are given below table no:4.3

**Table 4.3 Statistical Measures and Results of Tests of Significance Difference between the Mean Scores of Problem in Learning Science**

**Community wise**

Community	N	Mean	SD	't' Value	Significance at 0.05 Level
SC / ST	40	31.3	5.32	1.51	Not Significant
Others	260	29.76	6.08		

The obtained 't' value is 1.51 less than the critical value of 1.96 at 0.05 level of significance. This indicates that there is no significant difference between male and female in their learning science.

**Hence the hypothesis 4 is accepted.**

**Hypothesis Verification**

1. High school students have average level of problems in learning science. **Accepted**
2. There is no significant difference between male and female students in problems in learning science. **Accepted**
3. There is no significant difference in the problems in learning science among high school students in terms of religion. **Accepted**
4. There is no significant difference in the problems in learning science among high school students in terms of community. **Accepted**

**Conclusion**

The present study findings are derived from the empirical data collected for the present study. Based on the attempts made by the investigator and the review of the related studies, the investigator feels that far reaching conclusions could not be arrived at. As discussed earlier, the present study attempted to find out the problems in learning science among high school students. The study can be concluded by stating the following. They are,

- high school students are facing some problems in learning science
- Students not interested in book oriented science
- Students need correct awareness about apparatus handling.
- Most of the students like science class in morning time.
- Students are like doing experiment in laboratory than the ordinary class teaching.
- Many of the students feel organic science is a tough one when compared to the other branches of science like inorganic and physical science.
- Proper encouragement should be given to the higher secondary students.

- The independent variables Mother educational level, Access to internet, Mostly like, Attention in class, Apparatus handling, Study through book have significantly influenced the problems in learning chemistry.

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## STUDY INVOLVEMENT AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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<sup>1</sup> S. Selvaraj

### Abstract

*The present research examines the study involvement and academic achievement of high school students. Study involvement has been found to be positively related to student's achievement. It is necessary to determine such involvement among students to understand and guide them better. So that they can become mature citizens and are able to face the challenges of life. The investigator used random sampling techniques, 9 schools were selected randomly and from each school, the students were selected randomly from IX standard. Totally the sample consisted of 300 High school students in Rajapalayam Taluk. The investigator adopted the Study involvement inventory by Asha Bhatnagar (1982). The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, 't'-test and correlation.*

### Introduction

Education is something external which is imposed from outside. But according to the word "educare" it is a growth from within. It is in this latter sense that most of the modern educationists use and imply the terms 'education' these days. It should however, be noted clearly that nothing can be 'drawn' unless 'something' is put in beforehand. It is therefore that before we expect to 'draw out' the best in the child, we have to give him knowledge and experience as well as the development of skills. Education is thus, means both the acquisition of knowledge and experience as well as the development of skills, habits and attitudes which help a person to lead a full and worthwhile life in this world. It is in fact, a process of training the individual through various experiences of life so as to draw out the best in him.

### Significance of the Study

Study involvement has been found to be positively related to student's achievement. It is necessary to determine such involvement among students to understand and guide them better. So that they can become mature citizens and are able to face the challenges of life.

Achievement is the end product of all educational endeavors. The main concern of all educational efforts is to see that the learner achieves. Quality control, equality assurance and of late, total quality management of achievement have increasingly gained the attention of researchers in educations. After exploring the concept of achievement in the cognitive, affective and psychomotor aspects of human behaviour, researchers have attempted to understand the 'black box' of achievement.

Tamil education occupies a very eminent place in curriculum both at school and university stages of education in India. Tamil is a part of cultural knowledge which have a direct bearing on man's activities in specific field. Tamil is the advanced studies of human society and meant for mature students. Aim at findings out new truths about human relationship so as to contribute to Tamil utility.

Consequently, the viral aspects that should engage the attention of researchers in Tamil education consist in identification of these abilities and the ways and members to develop them among the younger generation. Therefore study involvement and achievement are very closely related. Achievement refers to the knowledge attained or skill developed in the school subjects usually designed by test scores or by marks assigned by teachers. Achievement of the students depends upon so many factors. Study involvement is one of the factors. This factor is in positive then they will lead to good achievement therefore this study has significance.

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<sup>1</sup>M.Ed, Scholar, Mahatma Gandhi College of Education, Solasari, Tirunelveli

## **Operational Definitions**

### **Study Involvement**

Study involvement refers to the process by which it refers to the pursuit of the individual in learning the scholastic pursuit includes, abasement, achievement, affiliation, aggression, autonomy, deference, nurturance, order, recognition and succorance when such outside element seem to be pertinent to the action situation.

### **Achievement in Tamil**

By "Achievement in Tamil" the investigator means the performance of the High school students in the Tamil examination.

### **High School Students**

By this term, the investigator means the High school students Tamil students studying in the high schools and higher secondary schools of Rajapalayam Taluk.

### **Tamil**

It refers to the varied topics included in Tamil as a subject of study for High school students.

## **Objectives**

1. To find out the level of study involvement among high school students.
2. To find out whether there is any significant difference between male and female students in their study involvement
3. To find out the level of academic achievement among high school students
4. To find out whether there is any significant difference between male and female students in their academic achievement
5. To find out whether there is any significant correlation between study involvement and academic achievement of high school students.

## **Null Hypotheses**

1. There is no significant difference between male and female students in their study involvement
2. There is no significant difference between male and female students in their academic achievement
3. There is no significant correlation between study involvement and academic achievement of high school students.

## **Method Adopted in the Present Study**

The investigator selected the normative survey method for the present study.

## **Population for the Study**

The population for the present study consisted of all the students studying in High school students in Rajapalayam Taluk.

## **Sample**

The investigator used random sampling techniques, 9 schools were selected randomly and from each school, the students were selected randomly from IX standard. Totally the sample consisted of 300 High school students.

## **Tools Used for the Present Study**

By keeping various objectives and purpose of the study in mind the investigator prepared the following tools.

1. Personal data sheet prepared by the investigator.
2. The investigator adopted the Study involvement inventory by Asha Bhatnagar (1982).
3. Tamil mark obtained in the quarterly examination of XI standard students.

### Statistical Techniques Used

"Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments". (Aggarwal Y.P, 2000).

Percentage analysis, Arithmetic mean, Standard deviation, 't' test and correlation.

### Analysis

**Table 1.1 Level of Study Involvement of High School Students**

Study Involvement of High School students	Low		Moderate		High	
	N	%	N	%	N	%
	54	18.0	203	67.7	43	14.3

**Table 1.2 Difference between Male and Female Students in their Study Involvement**

Study Involvement of High School students	Category	Count	Mean	S.D	Calculated 't' value	Remarks at 5% level
	Male	137	82.30	21.367	0.324	NS
	Female	163	83.09	20.729		

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

**Table 1.3 Level of Academic Achievement of High School Students**

Academic Achievement of High School students	Low		Moderate		High	
	N	%	N	%	N	%
	50	16.7	216	72.0	34	11.3

**Table 1.4 Level of Academic Achievement of High School Students with Regards to Gender**

Academic Achievement of High School students	Category	Low		Moderate		High	
		Count	%	Count	%	Count	%
	Male	25	18.2	97	70.8	15	10.9
Female	25	15.3	119	73.0	19	11.7	

**Table 1.5 Relationships between Study Involvement and Academic Achievement of High School Students**

N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	Calculated 'y' value	Remarks
300	24819	22119	615982761	489250161	548971461	0.070	NS

### Results and Discussion

1. It is inferred from the above table (1.1) that 18.0% of high school students have low, 67.7% of them have moderate and 14.3% of them have high level of Study Involvement.
2. It is inferred from the above table (1.2) that the calculated 't' value is less than the table value at 5% level of significance. Hence null hypothesis is accepted that there is no significant difference between male and female students in study involvement.
3. It is inferred from the above table (1.3) that 16.7% of high school students have low, 72.0% of them have moderate and 11.3% of them have high level of Academic Achievement.
4. It is inferred from the above table (1.4) that the calculated 't' value is less than the table value at 5% level of significance. Hence null hypothesis is accepted that there is no significant difference between male and female students in Academic Achievement
5. The above the table (1.5) shows that the calculated correlation value (0.070) is lesser than the table value (0.138) at 5% level of significance. Hence the Null Hypothesis is accepted. It is



concluded that there is no significant correlation between study involvement and academic achievement of high school students.

### **Recommendations**

- Provide extra funds for the poorest schools and offering incentives for quality teachers to work in disadvantaged schools could be the beginning steps for a more successful future for all students.
- Regular counseling services to train students on study skills strategies are advocated in order to boost their study involvement/habit and enhance their academic achievement.

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## ADJUSTMENT BEHAVIOUR AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS IN MADURAI DISTRICT

<sup>1</sup>M.Shanthi <sup>2</sup>D.Sumathi

### Introduction

Adjustment is a behavioural process by which a person maintains balance among various needs that one encounters at a given point of time. Each and every situation of life demands that the person concerned should be able to effectively perform in accordance with some guiding principles and should be able to strike a balance among various forces. Adjustment is defined as a process wherein one builds variations in the behaviour to achieve harmony with oneself, others or the environment with an aim to maintain the state of equilibrium between the individual and the environment.

### Significance of the Study

In schools, there may be some students with antisocial behaviour causing concern and worries in to teachers and parents. such a behaviour of students with in the school is called problem behaviour and a such a behaviour problems of schools students include truancy, lying, bullying stealing ,destruction of common property and adolescent sexual misbehaviour such problem are called conduct problems.. So students suffer from lot of physical diseases and mental diseases and faced lots of failure in their studies if a school faced of deal awareness about the adjustment behaviour endangerly academic achievement of all the students this has made the investigator to choose the present study.

### Hypotheses of the Study

1. Higher secondary students have average level of adjustment behaviour.
2. There is a significant difference between +1 and +2 students in their adjustment behaviour.
3. There is a significant difference between male and female students in their adjustment behaviour.
4. There is a significant difference between SC/ST and others community students in their adjustment behaviour.
5. There is a significant difference between students having two and above two siblings in their adjustment behaviour.

### Terms and Definition

**Adjustment behaviour:** Refer to how well emotionally, socially, And educationally one can get along with himself and himself and with other around him.

**Academic Achievement :** refer to quarterly examination mark scored by individual.

**XI &XII standard Students:** refer to students studying under 10+2+3 system of education in government, aided, private schools under state board syllabus of Tamilnadu state.

**Madurai district:** refer to one of the southern district of Tamilnadu in india.

### Instrumentation

Adjustment behaviour scale developed and standardized by A.K.P.sinha and R.P.singh (2005).

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<sup>1</sup> M.Ed Scholar, Mangayarkarasi College of Education, Paravai, Madurai

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

### Sample of the Study

A stratified representative sample of 300 students constituted from 11 government , government aided and Matriculation Schools recognised by the department school education, Tamilnadu, situated in Madurai districts.

### Analysis and Interpretation

This chapter describes the analysis of data collected from the selected schools. The finalized tools in both English and Tamil versions were given to 300 students spread over 11 schools in Madurai district. All tools were read individually, appropriate scoring was carried out as per the scale already fixed. Type of statistical treatment made on the scoring is differential study.

### Adjustment Behaviour among the Higher Secondary Students

**Hypothesis no 1:** Higher secondary students have average level of adjustment behaviour.

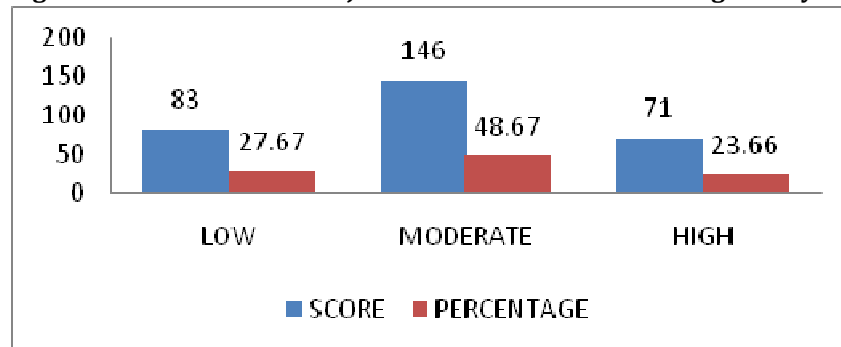
**Table 4.1 Percentage Analysis of Mean Score of the Adjustment behaviour among Higher Secondary Students**

S.No	Description	Score	Percentage
1	Low	85	28.33
2	Moderate	146	48.67.
3	High	69	23
	Total	300	100

The adjustment behaviour among higher secondary students was found to be 48.67, while the theoretical average is 90. Thus the adjustment behaviour was found to be lower than the average level. In other words higher secondary students have low adjustment behaviour.

**Hence the Hypothesis no.1 is Rejected**

**Figure 4.1 Mean score of Adjustment behaviour: Percentage Analysis**



### Adjustment Behaviour among the Higher Secondary Students: Standard-Wise

**Hypothesis no.2:** There is a significant difference between +1 and +2 students in their Adjustment Behaviour.

The details of statistical measures and results of test of significance of difference between mean score of adjustment behaviour in terms of standard are given in table no.4.2.

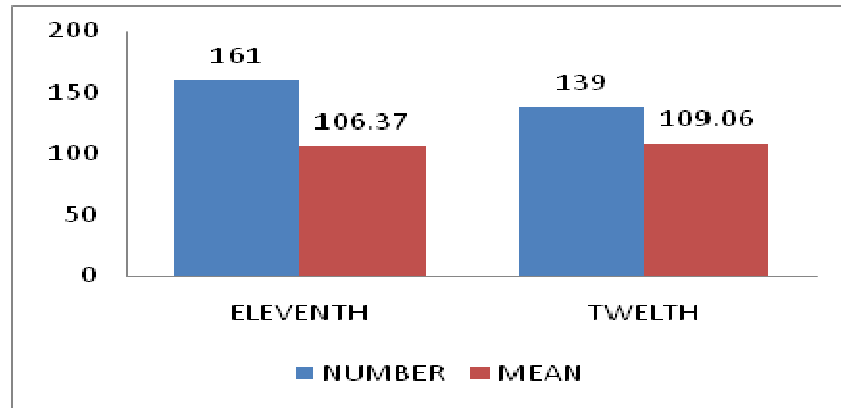
**Table 4.2 Statistical measures and result of test of significance of difference between the Mean scores of adjustment behaviour: Standard -wise.**

Variable	Sub-variables	N	M	SD	't' value	Significance at 0.05 level
Standard	+1	161	106.37	18.073	-1.367	Not significant
	+2	139	109.06	15.683		

It is evidence from table no.4.2, the obtained 't' value is -1.367, which is lower than the table value of 1.96 at the 0.05 level of significance. This shows that there is a not significant difference between +1 and +2 students in their adjustment behaviour.

**Hence the hypothesis no.2 is rejected.**

**Figure 2 Significance of Difference between the Mean scores of Adjustment behaviour: Standard -wise**



**Adjustment Behaviour among the Higher Secondary Students: Gender -Wise**

**Hypothesis no.3:** There is a significant difference between male and female students in their adjustment behaviour.

The details of statistical measures and results of test of significance of difference between mean scores of adjustment behaviour in terms of gender are given in table no.4.3.

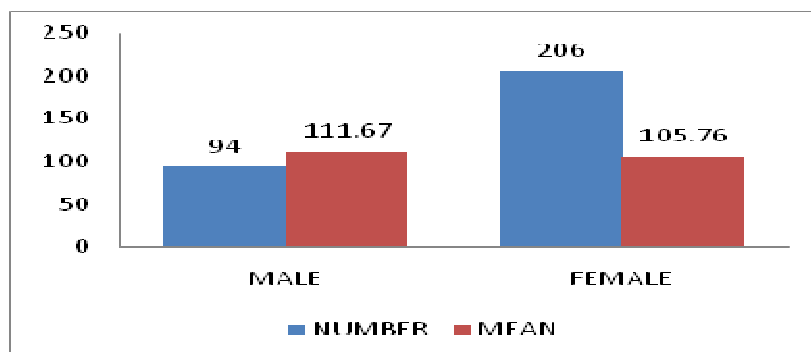
**Table 4.3 Statistical Measures and Results of Test of Significance of Difference between the Mean Scores of Adjustment behaviour: Gender-Wise**

Variable	Sub-variables	N	M	SD	't' value	Significance at 0.05 level
Gender	Male	94	111.67	15.044	2.819	Significant
	Female	206	105.76	17.592		

It is evidence from table no.4.3, the obtained 't' value is 2.819, which is greater than the table value of 1.96 at the 0.05 level of significance. This shows that there is a significant difference between male and female students in their adjustment behaviour.

**Hence the hypothesis no.3 is accepted.**

**Figure 4.3 Significance of difference between the mean scores of Adjustment behaviour: gender-wise**



### Adjustment Behaviour Among the Higher Secondary Students: Community -Wise

**Hypothesis no.4:** There is a significant difference between students adjustment behaviour in terms of community.

The details of statistical measures and results of test of significance of difference between mean scores of adjustment behaviour in terms of community are given in table no.4.4.

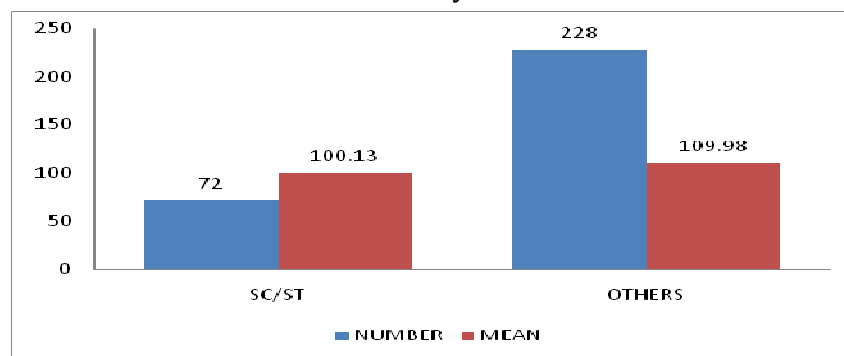
**Table no .4.4: Statistical Measures and Results of Test of Significance of Difference between the Mean Scores of Adjustment behaviour: Community - Wise**

Variable	Sub-variables	N	M	SD	't' value	Significance at 0.05 level
Community	Sc/St	72	100.13	16.145	-4.409	Not significant
	Others	228	109.98	16.649		

It is evidence from table no.4.4, the obtained't' value is -4.409, which is lower than the table value of 1.96 at the 0.05 level of significance. This shows that there is a no significant difference between students adjustment behaviour in terms of their community.

**Hence the hypothesis no.4 is rejected.**

**Fig.no.4.3: Significance of difference between the mean scores of Adjustment behaviour: community-wise**



### Adjustment Behaviour Among the Higher Secondary Students: Number Of Siblings -Wise

**Hypothesis no.5:** There is a significant difference between students Adjustment behaviour in terms of number of siblings.

The details of statistical measures and results of test of significance of difference between mean scores of adjustment behaviour in terms of number of siblings are given in table no.4.5.

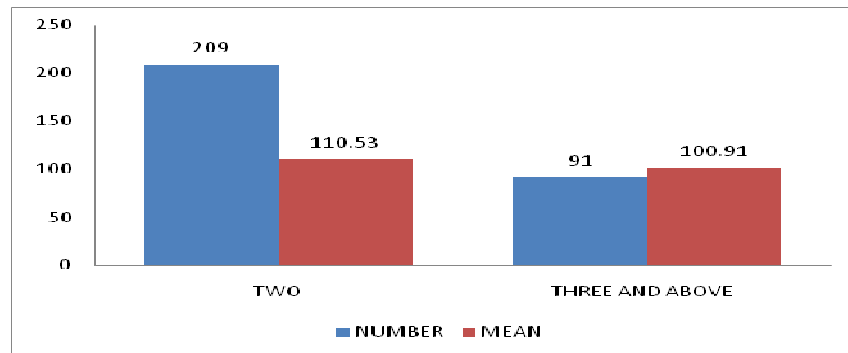
**Table No .4.5: Statistical Measures and Results of Test of Significance of Difference between the Mean Scores of Adjustment behaviour: Number of Siblings-Wise**

Variable	Sub-variables	N	M	SD	't' value	Significance at 0.05 level
Number of siblings	Two	209	110.53	16.944	4.649	significant
	Above two	91	100.91	15.332		

It is evidence from table no.4.5; the obtained't' value is 4.649, which is greater than the table value of 1.96 at the 0.05 level of significance. This shows that there is a significant difference between students adjustment behaviour in terms of their number of siblings.

**Hence the hypothesis no.5 is accepted.**

**Fig .no.4.5: Significance of Difference between the Mean Scores of Adjustment behaviour:  
Number of Sibling-Wise**



### Findings

Following are few areas of research related to the present investigation which deserve explorations.  
 Replica of the present study may be conducted with the other districts.  
 Replica of the study may be conducted with other variables.

### Conclusion

Higher secondary students have more than the average level of adjustment behaviour.  
 The possession of adjustment behaviour by higher secondary students was found dependent upon.

- Gender
- Number of siblings
- Order of birth
- Subject studying
- Co curricular activity

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## **A STUDY OF ACADEMIC ACHIEVEMENT OF B.ED STUDENT-TEACHERS IN RELATION TO THEIR STUDY HABITS IN MADURAI DISTRICT**

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<sup>1</sup>G.Sindhuja <sup>2</sup>Dr. M. Arockia Priscilla

### **Abstract**

*The main aim of this investigation is to make a study of Academic Achievement of B.Ed. student-teachers in relation to their study habits in Madurai District. For the present study, survey research methodology was used. 300 B.Ed. student-teachers were selected from teacher education institutions situated in Madurai District by using stratified random sampling method. Study Habits Inventory of Patel. B.V which was adopted, translated and standardized in Tamil by S. Chandrakanthi (2003) was used to assess study habit, and academic achievement marks scored by student-teachers in their model examination were taken for academic achievement scores. Some of the major findings were 1. Study habit scores of female student-teachers are greater than that of male student-teachers. 2. Study habit scores of student-teachers of urban teacher education institutions are greater than that of student-teachers of rural teacher education institutions. 3. Academic Achievement score of female student-teachers are greater than that of male student-teachers. 4. Academic Achievement score of student-teachers of urban teacher education institutions are greater than that of student-teachers of rural teacher education institutions. 5. The relationship between Study Habits and Academic Achievement is positively significant.*

### **Introduction**

The world is becoming very competitive. Quality of performance has become the key factor for personal progress. Parents want their child to climb the ladder of performance to as high as possible. This desire for a high level of achievement puts a lot of pressure on students; teachers and in general the education system itself. In fact, it appears as if the whole system of education revolves around the academic achievement of students, though various other outcomes are also expected from the system. Thus a lot of time and effort of the educational institution to achieve better in their scholastic endeavors. The importance of academic achievement has raised important question for educational researchers. What factors promote achievement in students? How far do the different factors contribute towards academic achievement?

The key to better learning and better academic achievement are good teachers, good study environment, course of study, parents cooperation, high quality books and the most important is the study habits. In order to make study as pleasant and successful as possible, the teacher should help the learner to find such ways and conducive to the learning situation.

In India student-teacher needs, requirements, abilities, capabilities and their pattern of studying have been neglected for a long time and they were forced to learn the same thing, by the same method, in the same environment which may lead the pupils to suffer mentally. This results in poor academic performance.

Undoubtedly, variation in the academic excellence between students is due to the differences in the study habits from one student to another and those differences can have a significant reflection on academic excellence of an individual.

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<sup>1</sup> M.Ed Scholar, Mangayarkarasi College of Education, Paravai, Madurai

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

### **Significance of the Study**

At present the student-teachers are focused to diversification of subjects. Hence, they automatically develop certain new study habits, which suit their change in the academic field. What they need is improvement in studies by various ways and means. This can be achieved only by means of having proper and regular study habits.

Qualitative improvement of education depends on several factors such as the; curricula, method of instruction, duration of the course of the study, equipment teacher and taught. Teaching would be in vain, if we do not succeed in the development of proper study habits among our student-teachers. Self study depends upon some factors like observation, concentration on study skills, language usage, memorization and interest on learning. These have to be developed among them.

In order to make the student-teachers understand the nature of their problems and to suggest some measures to solve them; it is essential to enlighten them about the techniques of developing the sound study habits.

### **Hypotheses of the Study**

1. B.Ed. student-teachers have average level of Study habits.
2. B.Ed. student-teachers have average level of Academic achievement
3. There is significant difference in Study habits among B.Ed. student-teachers in terms of gender.
4. There is significant difference in Study habits among B.Ed. student-teachers in terms of locality of teacher education institution.
5. There is significant difference in Academic achievement among B.Ed. student-teachers in terms of gender.
6. There is significant difference in Academic achievement among B.Ed. student-teachers in terms of locality of teacher education institution.
7. There is a significant relationship between Study habit and Academic achievement among B.Ed. student-teachers.

### **Terms and Definition**

#### **Academic Achievement**

It refers to the educational attainment obtained from the marks of model examination during their first year of B.Ed. (2015-2016).

#### **B.Ed. Student-Teachers**

It refers to student-teachers who are studying in teacher education institutions.

#### **Study Habits**

Study habits mean the ways of studying, whatever systematic or unsystematic efficient or otherwise.

Study habits mean the habits that an individual might have formed with respect to his learning activities.

#### **Madurai District**

It refers to a district situated in the south of Tamil Nadu.

### **Delimitations of the Study**

This study is delimited to Madurai district of Tamil Nadu state only. This study is confined to the 300 B.Ed. student-teachers. This study is restricted to the Gender, Locality of Teacher Education Institution.

### **Tool**

The Study Habits Inventory was developed and standardized by B. V. Patel which was adopted, translated and standardized in Tamil by **S. Chandrakanthi (2003)**. The inventory has 45 statements



with five point rating scale. Among 45 statements, 27 statements are positive and 18 statements are negative.

### Reliability and Validity of the Tool

The reliability established by test-retest method and split half method were found to be 0.79 and 0.82 respectively. The established criterion validity of the scale is 0.50.

### Sample

The investigator selected 300 students from different Teacher Education Institutions of Madurai District through stratified random sampling technique.

### Data Analysis and Interpretation

The analysis and interpretation of the data was done by using descriptive statistics. The following statistical techniques have been used to infer results.

1. Mean
2. Standard deviation
3. 't' test
4. Pearson's product moment correlation coefficient

### Hypothesis 1

B.Ed. student-teachers have average level of study habits.

**Table 1: Level of Study Habits of B.Ed. Student-Teachers**

Variable	Level	N	Percentage (%)
Study habits	Low	48	16
	Average	204	68
	High	48	16

The level of study habits was categorized into three divisions viz low, average, high. It is evident from the table 1 that 16% of B.Ed. student-teachers have low level of study habits, 68% of B.Ed. student-teachers have average level of study habits, 16% of B.Ed. student-teachers have high level of study habits. The findings reveal that the B.Ed. student-teachers have average level of study habits. Hence the hypothesis 1 is accepted.

### Hypothesis 2

B.Ed. student-teachers have average level of academic achievement.

**Table 2: Level of Academic Achievement of B.Ed. Student-Teachers**

Variable	Level	N	Percentage (%)
Academic achievement	Low	57	19
	Average	177	59
	High	66	22

The level of academic achievement is categorized into three divisions viz low, average, high. It is evident from the table 2 that 19% of B.Ed. student-teachers have low level of study habits, 59% of B.Ed. student-teachers have average level of study habits, 22% of B.Ed. student-teachers have high level of study habits. The findings reveal that the B.Ed. student-teachers have average level of study habits. Hence the hypothesis 2 is accepted.

### Hypothesis 3

There is significant difference in Study habits among B.Ed. student-teachers in terms of gender.

**Table 3: Difference in Study Habits among B.Ed. Student-Teachers in Terms of Gender**

Variable	Sub-Variables	N	Mean	SD	Calculated 't' value	Table value 't'	Remark
Gender	Male	124	157.8226	19.89	3.191	1.96	Significant
	Female	176	164.9716	18.53			

It is evident from the table 3 that the obtained 't' value is 3.191 which is greater than the table value 1.96 at the 0.05 level of significance. This shows that there is a significant difference in Study habits among B.Ed. student-teachers in terms of gender. It is further noted that, the female student-teachers posses good study habits than the male student-teachers. Hence the hypothesis 3 is accepted.

**Hypothesis 4**

There is significant difference in Study habits among B.Ed. student-teachers in terms of locality of teacher education institution.

**Table 4: Difference in Study Habits among B.Ed. Student-Teachers in Terms of Locality of Teacher Education Institution**

Variable	Sub-Variables	N	Mean	SD	Calculated 't' value	Table value 't'	Remark
Locality of teacher education institution	Urban	183	166.4536	19.28579	5.163	1.96	Significant
	Rural	117	155.0769	17.51411			

It is evident the from table 4 that the obtained 't' value is 5.163 which is greater than the table value 1.96 at the 0.05 level of significance. This shows that there is a significant difference in Study habits among B.Ed. student-teachers in terms of locality of teacher education institution. It is further noted that the student-teachers who are studying in urban teacher education institution posses good study habits than those in rural teacher education institution. Hence the hypothesis 4 is accepted.

**Hypothesis 5**

There is significant difference in Academic achievement among B.Ed. student-teachers in terms of gender.

**Table 5: Difference in Academic Achievement among B.Ed. Student-Teachers in Terms of Gender**

Variable	Sub-Variables	N	Mean	SD	Calculated 't' value	Table value 't'	Remark
Gender	Male	124	63.7419	12.30102	3.349	1.96	Significant
	Female	176	68.3239	11.20626			

It is evident from the table 5 that the obtained 't' value is 3.349 which is greater than the table value 1.96 at the 0.05 level of significance. This shows that there is a significant difference in Academic achievement among B.Ed. student-teachers in terms of gender. It is further noted that academic achievement found higher among the female student-teachers than the male student-teachers. Hence the hypothesis 5 is accepted.

**Hypothesis 6**

There is significant difference in Academic achievement among B.Ed. student-teachers in terms of locality of teacher education institution.

**Table 6: Difference in Academic Achievement among B.Ed. Student-Teachers in Terms of Locality of Teacher Education Institution**

Variable	Sub-Variabes	N	Mean	SD	Calculated 't' value	Table value 't'	Remark
Locality of teacher education institution	Urban	183	68.8087	11.32301	4.478	1.96	Significant
	Rural	117	62.7094	11.79060			

It is evident from the table 6 that the obtained 't' value is 4.478 which is greater than the table value 1.96 at the 0.05 level of significance. This shows that there is a significant difference in Academic achievement among B.Ed. student-teachers in terms of locality of teacher education institution. It is further noted that academic achievement is found higher among the student-teachers those who are studying in urban teacher education institutions than those in rural teacher education institutions. Hence the hypothesis 6 is accepted.

### Hypothesis 7

There is a significant positive relationship between study habits and academic achievement among B.Ed. student-teachers.

**Table 7: Correlation of Study Habits and Academic Achievement**

Variables	Correlation coefficient (r) N = 300
Study Habits and Academic Achievement	0.733

It is evident from the table 7 that the obtained 'r' value is 0.733, while the critical value is 0.113. This shows that there is significant positive relationship between study habits and academic achievement among B.Ed. student-teachers. Hence the hypothesis 7 is accepted.

### Findings

1. Study habits among the B.Ed. student-teachers is average.
2. Study habits among the B.Ed. student-teachers is dependent upon
  - Gender
  - Locality of teacher education institution
3. Study habits among the B.Ed. student-teachers in favour of
  - Female student-teachers
  - Student-teachers of urban teacher education institution
4. Academic achievement among the B.Ed. student-teachers is average.
5. Academic achievement among the B.Ed. student-teachers is dependent upon
  - Gender
  - Locality of teacher education institution
6. Academic achievement among the B.Ed. student-teachers in favour of
  - Female student-teachers
  - Student-teachers of urban teacher education institution
7. There is a significant and positive relationship between study habits and academic achievement among B.Ed. student-teachers.

### Educational Implications of the Study

In the present days, study habits are an important factor in the student-teacher's academic achievement and personal improvement. On the basis of the results of the study the following suggestions are made:

**For Parents**

- The parents should keep the home environment neat and pleasant for improving the study habits of the student-teachers and should provide them with the habits of divergent thinking.

**For Student-teachers**

- The Student-teachers with poor study habits have to take the suggestions from their friends and teacher educators for developing good study habits.
- To improve the percentage of study habits of students there is every need for the teacher educators to play the role of a counselor in the class room.
- Thus students must prepare a regular timetable, and follow the instructions given by the lecturers for improving their study habits.

**For Administrators**

- Healthy competitions such as group discussions, debate, quiz programs, essay writing etc. are to be conducted because this promote good study habits in the student-teachers.
- Professional experts should organize programs to increase the levels of concentration and orientation programs on study habits.
- It is recommended that the teacher educators should inculcate moral, social, and aesthetic values among the student-teachers.
- Special programs on sports, meditation and yoga should be organized. This helps to improve the habit of concentration.

**Conclusion**

From the present study, the investigator could derive the conclusions that the study habit is one of the important factors for the achievement of the student-teachers. If there exists any planned form of study habits and if followed, it will definitely be much helpful in planning and executing the plans in life. Student-teachers, teacher educators, and parents are working hard throughout the year for the academic achievement. Steps are to be taken by the educational experts, teacher educators, and parents to strengthen the future teachers in all aspects which will have positive contribution for the development of our nation.

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## **MENTAL HEALTH AND ACADEMIC ACHIEVEMENT AMONG HIGHER SECONDARY STUDENTS IN DINDIGUL DISTRICT**

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**<sup>1</sup>M.Sudha <sup>2</sup>D.Sumathi**

### **Abstract**

*To find out the level of mental health among the higher secondary students. To find out influence of independent variable namely Gender, Religion, Community, Father's Education, Mother's Education, Family Type, Medium of instruction, Study Habit, School Type, School Locality, Intimate friends, Co-curricular activities, Medical checkup on mental health. To find out the relationship between mental health and academic achievement.*

### **Introduction**

**Mental health** is a level of psychological well-being, or an absence of mental illness. It is the "psychological state of someone who is functioning at a satisfactory level of emotional and behavioural adjustment". From the perspective of positive psychology or holism, mental health may include an individual's ability to enjoy life, and create a balance between life activities and efforts to achieve psychological resilience.

According to the **World Health Organization (WHO)**, mental health includes "subjective well-being, perceived self-efficacy, autonomy, competence, inter-generational dependence, and self-actualization of one's intellectual and emotional potential, among others." The WHO further states that the well-being of an individual is encompassed in the realization of their abilities, coping with normal stresses of life, productive work and contribution to their community. Cultural differences, subjective assessments, and competing professional theories all affect how "mental health" is defined. A widely accepted definition of health by mental health specialists is psychoanalyst Sigmund Freud's definition: the capacity "**to work and to love**".

### **Significance of the Study**

In recent times, newspapers reported atleast cases of suicides and attempts which mainly circumvented school life. This is particularly true of the class X and intermediate or pre university (PUC) students, who get frustrated because of the pressure imposed by the teachers and parents and factors like competition, high ambitions. Thus are more prone to vulnerability which may leads to ill health, negative feelings or suicides.

### **Hypotheses of the Study**

1. Higher secondary students have high level of mental health.
2. There is a significant difference between male and female students in their mental health.
3. There is a significant difference between students mental health in terms of religion.
4. There is a significant difference between students mental health in terms of community.

### **Terms and Definitions**

**Mental health:** It refers to the person's ability to make positive Self- evaluation, to perceive the reality, to integrate the personality, autonomy, and group oriented attitudes and environmental mastery.

**Academic Achievement:** It refers to the marks scored in the half- Yearly examination conducted in the School.

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<sup>1</sup> M.Ed Scholar, Mangayarkarasi College of Education, Paravai, Madurai

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

**Higher Secondary Students:** It refer to students who are studying in XI And XII standard in various schools.

**Dindigul District:** It refers to one of the southern district Situated in the south of Tamilnadu state.

### Delimitations of the Study

The present problem is studied keeping in mind the following delimitations.

There may be 'n' number of student variables influencing the mental health among the higher secondary students, but only variables namely Gender, Religion, Community, Father's Education, Mother's Education, Family Type, Medium of instruction, Study Habit, School Type, School Locality, Intimate friends, Co-curricular activities, Medical checkup were included in the present study.

The study was limited to higher secondary students.

The sample is restricted to 300 students

### Instrumentation

The following tool was used by the investigator for the data collection:

Mental Health scale, constructed and standardized by Jagadish and Srivastava (2002) was used.

### Sample

A stratified representative sample of 300 students constituted from 12 government , government aided and Matriculation Schools recognised by the department school education, Tamilnadu, situated in dindigul districts.

### Analysis and Interpretation of Data

The analysis of data collected from the select schools. All the rating scales were read individually appropriate scoring was carried out as per the scores already fixed. Two types of statistical treatment were made on the scoring namely, (i) Correlation study and (ii) Differential study. The details of analysis and interpretation of data are presented below.

### Mental Health among Higher Secondary Students

#### Hypothesis: 1

**Higher secondary students have high level of mental health.**

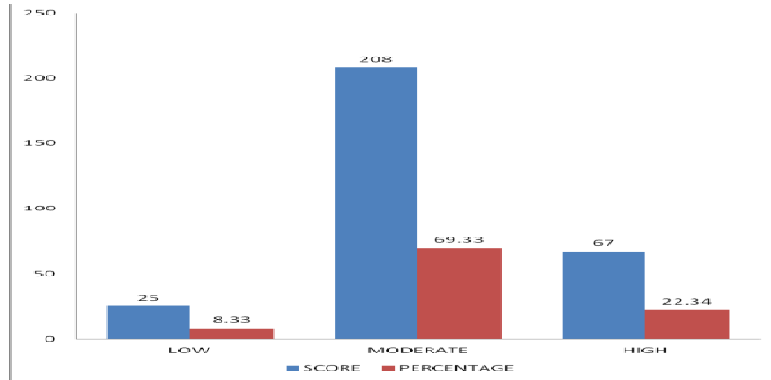
**Table 4.1 Percentage analysis of the Mean Score of Mental Health among Higher Secondary Students**

S.No	Description	Score	Percentage(%)
1.	Low	25	8.33
2.	Moderate	208	69.33
3.	High	67	22.34
	<b>Total</b>	<b>300</b>	<b>100.00</b>

The mental health score of the higher secondary students is 69.33 while the theoretical average is 45 only. Hence the Mental Health of higher secondary students was found to be above average level. In other words, their possession of Mental Health is found to be high.

**Hence the hypothesis no.1 is Accepted.**

**Figure 4.1 Mean Scores of Mental Health: Percentage Analysis**



**Mental health among higher secondary students:Gender-wise**

**Hypothesis no:2**

**There is a significant difference between male and female students in their mental health.**

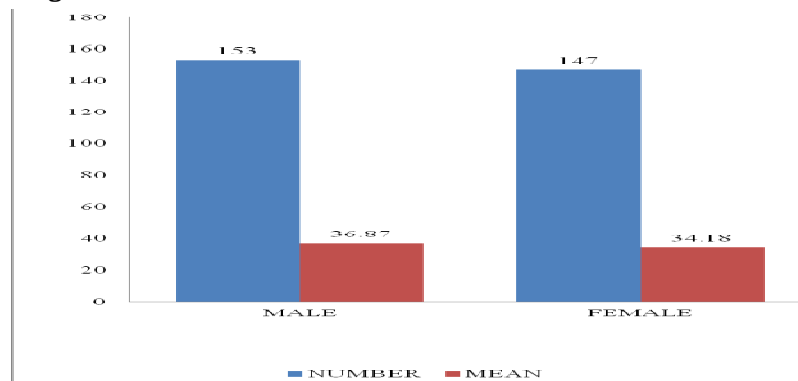
**Table 4.2 Statistical Measures and Results of Test of Significance of Difference between the Mean Scores of Mental Health Gender-Wise**

Gender	N	M	SD	't'- Value	Level of significance at 0.05 level
Male	153	36.87	7.269	3.724	Significance
Female	147	34.18	4.997		

The obtained 't' value 3.724 is greater than the critical value of 1.96 at 0.05 level of significance. This indicates that there is a significant difference between male and female students in their Mental Health.

**Hence the hypothesis no.2 is Accepted.**

**Figure 4.2 Mean Scores Of Mental Health : Gender Wise**



**Mental Health among Higher Secondary Students: Religion-Wise**

**Hypothesis no: 3**

**There is a significant difference between students mental health in terms of religion.**

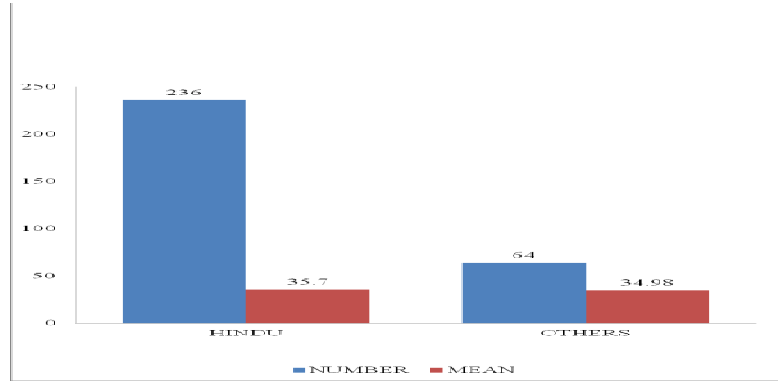
**Table 4.3 Statistical Measures and Results of Test of Significance of Difference between the Mean Scores of Mental Health Religion-Wise**

Religion	N	M	SD	't'- Value	Significance at 0.05 level
Hindu	236	35.70	6.744	0.798	Not Significance
Others	64	34.98	4.888		

The obtained 't' value 0.798 is lower than the critical value of 1.96 at 0.05 level of significance. This indicates that there no significant difference between Hindu and Non Hindu students in their Mental Health.

**Hence the hypothesis no.3 is Rejected.**

**Figure 4.3 Mean Scores Of Mental Health: Religion Wise**



**Mental health among higher secondary students: community-wise**

**Hypothesis no: 4**

**There is a significant difference between students mental health in terms of community.**

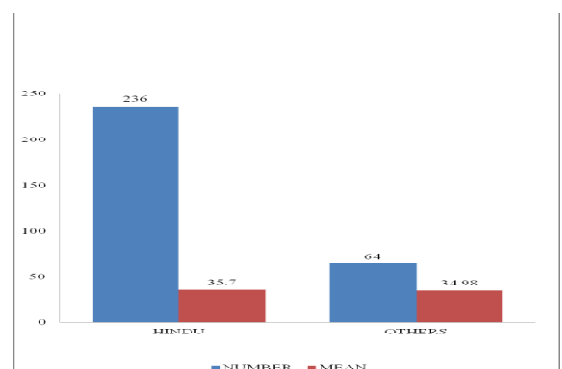
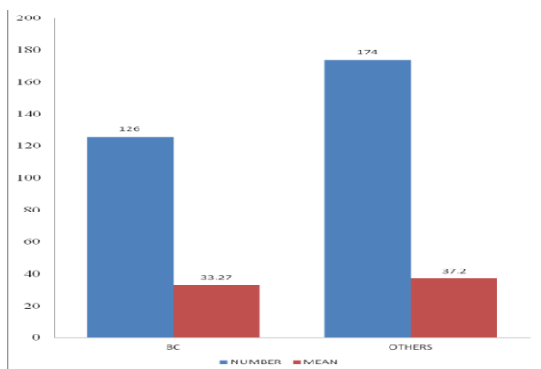
**Table 4.4 Statistical measures and results of test of significance of difference between the mean scores of Mental Health Community-wise**

Community	N	M	SD	't'- Value	Significance at 0.05 level
BC	126	33.27	4.351	-5.509	Not Significance
Others	174	37.20	7.101		

The obtained 't' value -5.509 is lower than the critical value of 1.96 at 0.05 level of significance. This indicates that there no significant difference between BC and OTHERS students in their Mental Health.

**Hence the hypothesis no.4 is Rejected.**

**Figure 4.4 Mean Scores Of Mental Health : Community Wise**



**Conclusions**

The major conclusions emerged out of the study are presented below

1. Mental Health and Academic achievement have significant positive relationship.



**Findings of the Study**

- This study was conducted only in a few selected schools in and around Dindigul city. It can be extended to many districts.
- Replica of the study may be conducted with other level of school students.

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## **INFLUENCE OF SOFT SKILLS IN TEACHING COMPETENCY OF BACHELOR OF EDUCATION STUDENTS IN VIRUDHUNAGAR DISTRICT**

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<sup>1</sup> D. Sweetlin

### **Abstract**

*The present research examines the soft skills in teaching competency of bachelor of education in Virudhunagar district. Soft skills can enhance the career mobility of a person and increase the chances of success in getting the job wants. They are essential for a student to develop so that can scope with different situations in the study/work place. Soft skills are essential for children and adolescents to achieve success in academic and professional fields. teaching competency as the process by which a person helps other people to learn. Teaching helps people gain the knowledge and attitudes they needs to be responsible citizens, earn a living and lead a useful and rewarding life. It also provides the chief means of passing knowledge to the next generation. The world would change greatly as humanity lost the knowledge, skills and ideals inherited from past generations. The investigator used stratified random sampling techniques, 6 colleges were selected and from each college the students were selected randomly from colleges. Totally the sample consisted of 300 Bachelor of Education student teachers in Virudhunagar Taluk. The investigator adopted the Soft skills inventory standardized tool provided by Arockiasamy and Muruges (2013) and Teaching competency scale standardized tool prepared by Arockiasamy and Muruges (2013). The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test.*

### **Introduction**

Education is the process by which people acquire knowledge, skills, habits, values or attitudes. The word education is also used to describe the results of the educational process. Education should help people become useful members of society it should also help them develop an appreciation of their cultural heritage and live more satisfying lives, education involves both learning and teaching. Sometimes people learn by teaching themselves. But they also learn with the help of other people, such as parents or teachers.

### **Significance of the Study**

Soft skills play a vital role for professional success. They help one to excel in the work place and their importance cannot be denied in this age of information and knowledge. Good soft skills which are in fact scarce in the highly competitive corporate world will help us stand out in a milieu of routine job seekers with mediocre skill and talent.

Teaching competency is complex and many sided, demanding a variety of human traits and abilities. Also includes the subject knowledge and the psychological principles of a teacher. Subject knowledge may help a teacher to be competent but not always. Even if the students are adult, the need motivation and all other psychological principles When consider the psychological traits of a teacher, need to know their communicative behavior.

### **Title of the Problem**

Influence of soft skills on teaching competency of bachelor of education students in virudhunagar district

### **Influence**

Influence is defined as a person or thing that affect or to have an effect on the way a person thinks and behaves.

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<sup>1</sup>M.Ed Scholar, Mahatma Gandhi College of Education, Solasari, Tirunelveli

In the present study, influence refers to the effect of thinking styles and soft skills management of prospective teachers on their teaching competency.

### **Soft Skills**

By the term Soft skills can enhance the career mobility of a person and increase the chances of success in getting the job wants. They are essential for a student to develop so that can scope with different situations in the study/work place. Soft skills are essential for children and adolescents to achieve success in academic and professional fields.

### **Teaching Competency**

By the term teaching competency is the process by which a person helps other people to learn. Teaching helps people gain the knowledge and attitudes they needs to be responsible citizens, earn a living and lead a useful and rewarding life. It also provides the chief means of passing knowledge to the next generation. The world would change greatly as humanity lost the knowledge, skills and ideals inherited from past generations.

### **Bachelor of Education**

Bachelor of Education is one year course with an emphasis on principles and methodology of teaching. The minimum qualification to study Bachelor of Education is graduation.

Bachelor of Education refers the individuals after graduation or post graduation who are in the process of obtaining a Bachelors degree in Virudhunagar district.

### **Objectives**

1. To find out the Level of soft skills of Bachelor of Education students in total sample.
2. There is no significant difference in soft skills and its dimension of Bachelor of Education students in terms of gender
3. To find out the Level of teaching competency Bachelor of Education students in total sample
4. To find out the significant difference between teaching competency and its dimension of bachelor of education students in terms of gender
5. To find out the significant relationship between soft skills and teaching competency of bachelor of education students

### **Null Hypotheses**

1. There is no significant difference in soft skills and its dimension of Bachelor of Education students in terms of gender
2. There is no significant difference between teaching competency and its dimension of bachelor of education students in terms of gender
3. There is no significant relationship between soft skills and teaching competency of bachelor of education students.

### **Method Adopted in the Present Study**

The researcher has chosen survey method to study the problem of influence of soft skills and teaching competency of B.Ed student in Virudhunagar district.

### **Population for the Study**

A Population refers to any collection of specified group of human beings or non-human entities. The population for the present study consisted of Bachelor of Education students studying in Virudhunagar district.

### Sample

The investigator used stratified random sampling techniques, 6 colleges were selected and from each college the students were selected randomly from colleges. Totally the sample consisted of 300 Bachelor of Education student teachers.

### Tools Used for the Study

By keeping various objectives of the study in mind, the following tools were used by investigator for collecting data.

- Personal data form prepared by the investigator.
- Soft skills inventory standardized tool provided by Arockiasamy and Murugesh (2013).
- Teaching competency scale standardized tool prepared by Arockiasamy and Murugesh (2013).

### Statistical Techniques Used

"Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments". (Aggarwal Y.P, 2000).

Percentage analysis, Arithmetic mean, Standard deviation and 't' test.

### Analysis

**Table 1.1 Levels of Soft Skills of Bachelor of Education Students in Total Sample**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Oral communication	54	18.0	194	64.7	52	17.3
Written communication	51	17.0	198	66.0	51	17.0
Computer skill	49	16.3	216	72.0	35	11.7
Stress management	48	16.0	192	64.0	60	20.0
Organizing	60	20.0	198	66.0	42	14.0
Time management	52	17.3	201	67.0	47	15.7
Leadership	34	11.3	231	77.0	35	11.7
Soft skill in total	41	13.7	218	72.7	41	13.7

**Table 1.2 Difference between in Soft Skills and Its Dimension of Bachelor of Education Students in Terms of Gender**

Dimensions	Gender	Mean	Std. Deviation	Calculated 't' Values	Remark
Oral communication	Male	30.51	4.652	1.557	NS
	Female	29.63	5.016		
Written communication	Male	28.42	3.948	2.653	S
	Female	27.11	4.513		
Computer	Male	27.22	4.117	0.227	NS
	Female	27.11	4.020		
Stress management	Male	28.77	4.156	2.079	S
	Female	27.69	4.776		
Organizing	Male	27.61	4.034	1.466	NS
	Female	26.91	4.170		
Time management	Male	24.23	3.586	1.585	NS
	Female	23.54	3.799		
Leadership	Male	9.54	1.591	0.0418	NS
	Female	9.62	1.807		
Soft skill in total	Male	175.37	21.499	1.718	NS
	Female	170.99	21.917		

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

**Table 1.3 Level of Teaching Competency Bachelor of Education Students in Total Sample**

Dimensions	Low		Moderate		High	
	No	%	No	%	No	%
Use of appropriate techniques	28	9.3	235	78.3	37	12.3
Efficiency in teaching	35	11.7	233	77.7	32	10.7
Effective use of aids	47	15.7	212	70.7	41	13.7
Teaching competency in total	3	1.0	24	8.0	273	91.0

**Table 1.4 Differences between Teaching Competency and Its Dimensions of Bachelor of Education Students in Terms of Gender**

Dimensions	Gender	Mean	Std. Deviation	Calculated 't' Values	Remark
Use of appropriate techniques	Male	48.06	6.562	0.894	NS
	Female	47.35	6.876		
Efficiency in teaching	Male	55.27	7.987	0.525	NS
	Female	54.78	8.073		
Effective use of aids	Male	28.32	4.524	1.721	NS
	Female	29.25	4.674		
Teaching competency in total	Male	175.37	21.499	1.718	NS
	Female	170.99	21.917		

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

**Table 1.5 Relationships Between Soft Skills and Teaching Competency of Bachelor of Education Students**

N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	Calculated	Remark
300	51832	39444	2686556224	1555829136	2044461408	0.630	S

(At 5% level of significance, for (298 df) table value of ' $\gamma$ ' is 0.1638, S - Significant)

### Results and Discussion

- It is inferred from the above table (1.1) that 18.0 %, 64.7%, 17.3% of bachelor of education, students has low, average and high level of towards active oral communication skills and its dimension. It is inferred from the above table shows that 17.0%, 66.0%, 17.0% of bachelor of education, students have low, average, high level of towards active written communication skill and its dimension. It is inferred from the above table shows that 16.3%, 72.0%, 11.7% of bachelor of education, students have low, average, high level of towards active computer skill and its dimension. It is inferred from the above table shows that 16.0%, 64.0%, 20.0% of bachelor of education, Students have low, average, high level of towards active stress management skill and its dimension. It is inferred from the above table shows that 20.0%, 66.0%, 14.0% of bachelor of education, students have low, average, high level of towards active organizing skill and its dimension. It is inferred from the above table shows that 17.3%, 67.0%, 15.7% of Bachelor of Education, students have low, average, high level of towards active time management and its dimension. It is inferred from the above table shows that 11.3%, 77.0%, 11.7% of Bachelor of Education, students have low, average, high level of towards active leadership skill and its dimension and It is inferred from the above table shows that 13.7%, 72.7%, 13.7% of Bachelor Education, students have low, average, high level of towards active soft skill and its dimension.
- It is inferred from the above table (1.2) that there is no significant difference between in soft skills dimensions in their oral communication, computer, organizing, time management, leadership and soft skill in total of bachelor of education students in terms of gender. But there is significant difference between in soft skills dimensions in their written communication and

stress management of bachelor of education students in terms of gender. While comparing the mean scores of female (27.11) students and the mean scores of male (28.42) students in their written communication. The male students are better than female students in their written communication and While comparing the mean scores of female (27.69) students and the mean scores of male (28.77) students in their stress management. The male students are better than female students in their stress management.

3. It is inferred from the above table (1.3) that 9.3%, 78.3%, 12.3% of Bachelor of Education students have low, average, high level of attitude of towards active learning methodology and its dimension – use of appropriate techniques. It is inferred from the above table shows that 11.7%, 77.7%, 10.7% of Bachelor of Education students have low, average, high level of attitude of towards active learning methodology and its dimension – Efficiency in teaching. It is inferred from the above table shows that 15.7%, 70.7%, 13.7 % of Bachelor of Education students have low, average, high level of attitude of towards active learning methodology and its dimension – Effective use of aids. It is inferred from the table shows that 1.0%, 8.0%, 91.0% of Bachelor of Education students have low, average, high level of attitude of towards active learning methodology and its dimension – Teaching competency in total.
4. It is inferred from the above table (1.4) that there is no significant difference between male and female B.Ed., students in their dimensions in their use of appropriate techniques, Efficiency in teaching, Effective use of aids and teaching competency in total of Bachelor of Education students.
5. The above the table (1.5) shows that there is significant relationship between soft skills and teaching competency. Hence the null hypothesis is rejected.

### **Interpretations**

The 't' test result shows that the male students are better than the female students in their soft skills bachelor of education students. This may be due to the fact that the male students are matured and they know their soft skills providing more for the hid, so the most of the male students have high soft skills. Male students have more social relationship around their situation it may help them to have more soft skills.

The correlation test result shows that there is significant relationship between soft skills and teaching competency female students. This may be due to the fact that any problems could be solved either step approach or through their own experience from the society. So the above result insists that both have negative relationship. This soft skills and teaching competency information processing may make them to excel in their education of female students.

### **Recommendations**

1. Students should be motivated to participate in teaching activities, which may develop their soft skills.
2. The special programmers like science quiz, science exhibition, and fieldtrip should be conducted to develop the teaching the students.
3. Seminars and talks on Soft skills and teaching competency should be frequently arranged.
4. Group activities such as project work, group discussion, cultural programmers, sports and games may be conducted to improve their teaching.

### **Conclusion**

Many researchers revealed that soft skills influence either directly or indirectly in teaching competency. Here the sample is Bachelor of Education students as they make the younger generation a valuable one it is responsibility of them to develop good soft skills. Since the teachers are the backbone of our nation, they should cultivate good soft skills and teaching competency in turn a better society. The Findings in the study may be helpful for teacher educators, counselors, parents who are responsible for

development of children. So the teachers can give the ideas to manage and control the soft skills and teaching competency to the students which will help them in throughout their life. To sum up the role and contribution of teaching and parenting play a vital as well as inseparable role.

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## A STUDY OF EXAMINATION ANXIETY AMONG ARTS AND SCIENCE STUDENTS IN MADURAI DISTRICT

<sup>1</sup>J.Tamil Ilakkya <sup>2</sup>Dr.M. Arockia Priscilla

### Abstract

*The purpose of the present investigation was to assess the level of exam anxiety among Arts and science students and to study the influence of gender, Family type, Medium of instruction, Study Habit and their various interactions on the level of exam anxiety among arts and science college students. The sample comprised 300 arts and science college students selected randomly from 8 Arts and science colleges affiliated to Madurai Kamarajar University, Madurai. Data were analysed statistically by using mean, standard deviation, ' t ' test and correlation. Results indicated that (i) The Arts and science college students have comparatively low level of exam anxiety; (ii) There is a significant difference in their examination anxiety among arts and science students in terms of Gender, Family type and Study habit and(iii )There is no significant difference in their examination anxiety among arts and science students in terms of Medium of Instruction.*

### Introduction

Education is the harmonious development all our faculties. It begins in the nursery and goes on at school, but does not end there. It continues through life whether "we will or not". According to UNESCO (1989) "Education is an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all the activities of life".

Examination is the inclusive concept. It indicates all kinds of means to ascertain the quality value and effectiveness of desired outcomes. It is a compound of objective evidence and subjective observations. It is the total and lineal estimate. In other words, we can say that examination is the approval of pupils of progress in attaining the educational goals set by the school. The chief purpose of examination is to evaluate their standard and throw light on further learning. Examination is thus a positive rather than a negative progress.

### Significance of the Study

In today's highly competitive world, students face various academic problems including examination anxiety, disinterest in attending classes and inability to understand the subject. Examination anxiety is the feeling of anxiety or apprehension over one's performance in the academic activities. It can lead to students being unable to perform to the best of their abilities in examinations. At school there is a range of academic pressure feel, derived from a need for perfection, worry over grades, parental pressure, competition, sports, or a tough class load.

The nervous breakdowns, panic attacks, burnouts, and depression are also apparent in many younger students. The same situation is not always stressful for all people, and all people do not undergo the same feelings or off-putting thoughts when stressed. Students were considered to be the future pillars who take the responsibilities to take our country to the next phase they should be in better way. To know this, the investigator decided to analysis the examination anxiety among arts and science college students.

### Hypotheses of the Study

1. There is a significant difference in their examination anxiety among arts and science students in terms of gender.

<sup>1</sup> M.Ed., Scholar, Mangayarkarasi College of Education, Paravai, Madurai

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



2. There is a significant difference in their examination anxiety among arts and science students in terms of family type.
3. There is a significant difference in their examination anxiety among arts and science students in terms of medium of instruction.
4. There is a significant difference in their examination anxiety among arts and science students in terms of study habit.

### Terms and Definitions

**Examination:** It refers to the test of the knowledge and skill acquired which helps to ascertain the efficiency of a student in a particular subject/language.

**Anxiety:** It refers to the feeling stems from fear, uneasiness, but it is more a fear of what might happen/what has happened than of an obvious, specific fear provoking situation.

### Delimitations

The present study has involved the 300 Arts and Science college students. The study has covered Madurai district only. This study is restricted to the Gender, Family Type, Medium of Instruction and Study Habit.

### Instrumentation

#### Tool

The tool Examination Anxiety Scale developed and standardized, by Prabhakaran and Saranya (2011) were adopted in the present study.

#### Technique

Survey technique was employed.

#### Sample

A Stratified random representative of sample 300 Arts and Science college students in Madurai District.

### Analysis and Interpretation of Data

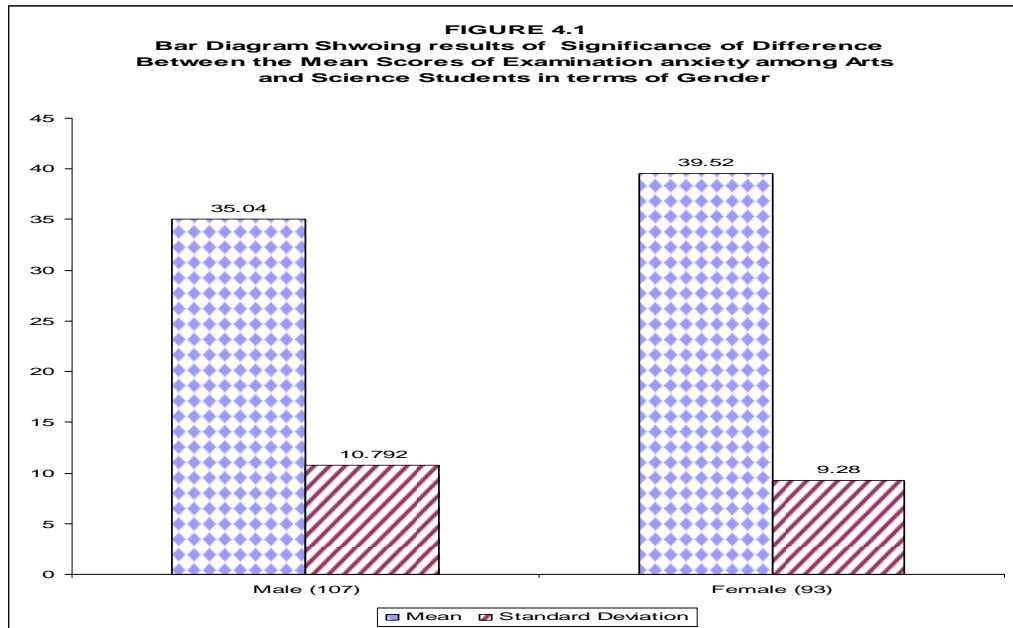
**Hypothesis 1:** There is a significant difference in their examination anxiety among arts and science students in terms of gender.

**Table 1: Statistical Measures and Results of the Tests of Significance of Difference Between the Mean Scores of Examination anxiety among Arts and Science Students in terms of Gender**

Gender	Number	Mean	Standard Deviation	't' value	Level of Significance at 0.05
Male	107	35.04	10.792	3.776	Significant
Female	193	39.52	9.280		

The calculation 't' value 3.776 is more than the critical value 1.96 at 0.05 level of significance. It is observed that there is significance difference in examination anxiety among Arts and Science students in terms of Gender.

**Hence, the hypothesis 1 Accepted.**



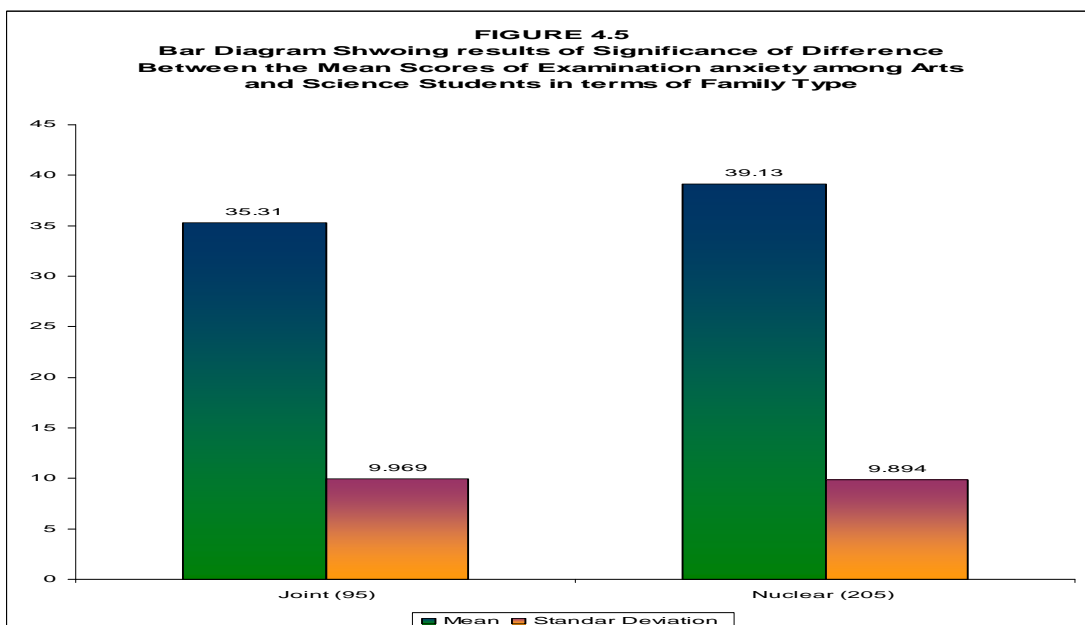
**Hypothesis 2:** There is a significant difference in their examination anxiety among arts and science students in terms of family type.

**Table 2 : Statistical Measures and Results of the Tests of Significance of Difference Between the Mean Scores of Examination anxiety among Arts and Science Students in terms of Family Type**

Family Type	Number	Mean	Standard Deviation	't' value	Level of Significance at 0.05
Joint	95	35.31	9.969	3.109	Significant
Nuclear	205	39.13	9.894		

The calculation 't' value 3.109 is more than the critical value 1.96 at 0.05 level of significance. It is observed that there is significance difference in examination anxiety among the Arts and Science students in terms of Family Type.

**Hence the hypothesis 2 Accepted.**



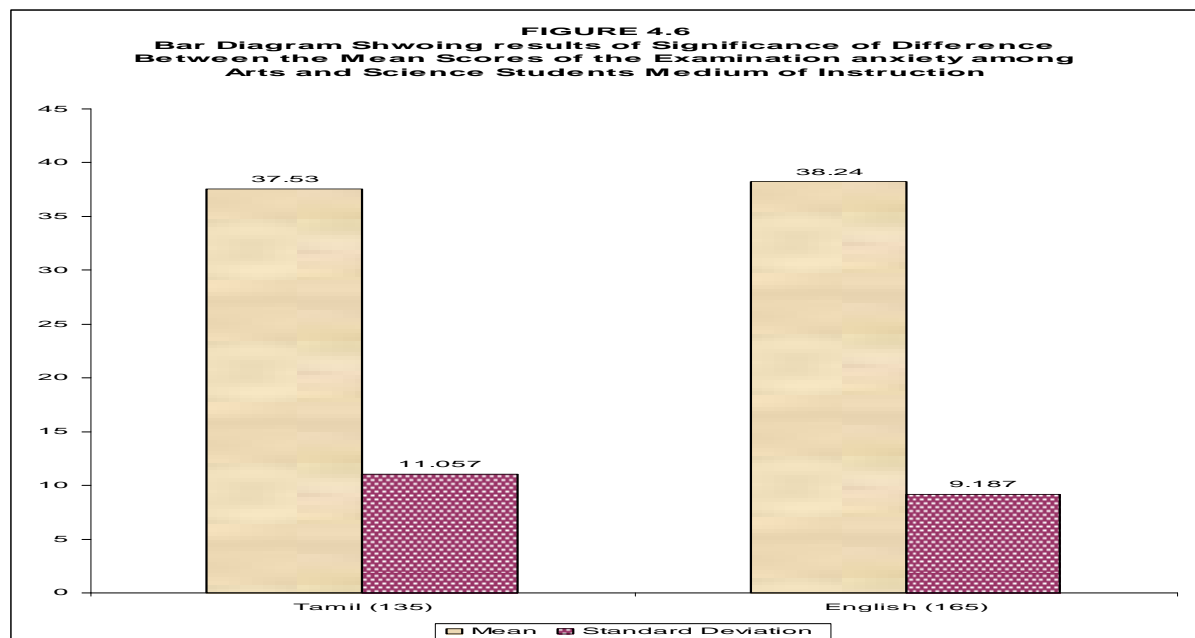
**Hypothesis 3:** There is a significant difference in their examination anxiety among arts and science students in terms of medium of instruction.

**Table 3 : Statistical Measures and Results of Tests of Significance of Difference Between the Mean Scores of the Examination anxiety among Arts and Science Students Medium of Instruction**

Medium of Instruction	Number	Mean	Standard Deviation	't' value	Level of Significance at 0.05
Tamil	135	37.53	11.057	0.613	Not Significant
English	165	38.24	9.187		

The calculation 't' value 0.613 is less than the critical value 1.96 at 0.05 level of significance. It is observed that there is no significance difference in examination anxiety among the Arts and Science students in terms of Medium of Instruction.

Hence the hypothesis 3 Rejected.



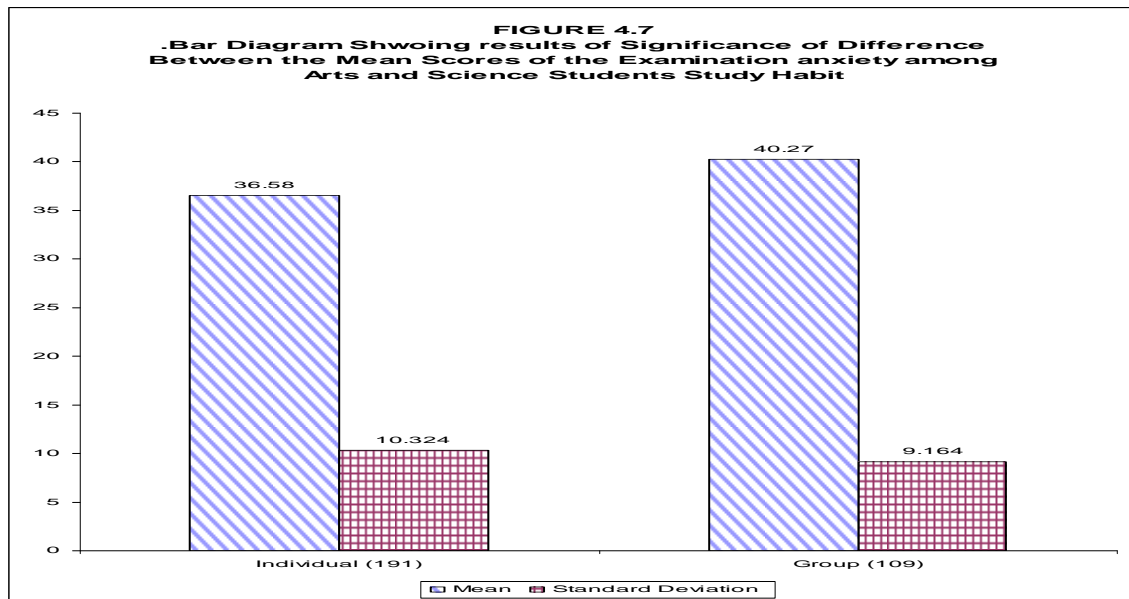
**Hypothesis 4:** There is a significant difference in their examination anxiety among arts and science students in terms of study habit.

**Table 4 : Statistical Measures and Results of Tests of Significance of Difference Between the Mean Scores of the Examination anxiety among Arts and Science Students Study Habit**

Study Habit	Number	Mean	Standard Deviation	't' value	Level of Significance At 0.05
Individual	191	36.58	10.324	3.095	Significant
Group	109	40.27	9.164		

The calculation 't' value 3.095 is more than the critical value 1.96 at 0.05 level of significance. It is observed that there is significance difference in examination anxiety among the Arts and Science students in terms of Study Habit.

Hence the hypothesis 4 Accepted.



### Findings of the Study

1. There is significant difference in the mean scores of examination anxiety among Arts and Science students with respect to Gender, Family Type and Study habit.
2. There is no significant difference in the mean scores of examination anxiety among Arts and Science students with respect to Medium of Instruction.

### Conclusion

The present study reveals that the arts and science students are having low level of examination anxiety. Male and female Arts and Science students differ significantly in their examination anxiety. Students studying in Tamil medium colleges have more examination anxiety than the students studying in English medium. The examination anxiety among Arts and Science students is dependent upon Gender, Family Type and Study habit .The examination anxiety among Arts and Science students is independent upon Medium of Instruction.

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## A STUDY ON EMOTIONAL MATURITY OF HIGHER SECONDARY STUDENTS

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<sup>1</sup>R. Vairaprakash

### Abstract

*This study aims to analyse the emotional maturity of higher secondary students. Emotional maturity is always relative. A five-year old child has emotional maturity if he is capable of the emotional behaviour we judge fit for a five year old. Emotional maturity however, develops throughout life. It is also a form of maturity from which one can regress most quickly. The child becomes more emotionally mature as the parent permits him to accept responsibilities and became independent and self-sufficient. The research was a survey type; the sample consists of 300 higher secondary students from 7 schools in Tirunelveli district. The investigator adapted the emotional maturity scale developed by Yasuir Singh and Magesh Bhargava (1990). The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, 't'-test.*

### Introduction

Education is an important index of human development and higher education in particular is an indicator of progress and prosperity of a nation. Having an influential impact on development, higher education is indeed a vital tool for intellectual, cultural and aesthetic development through discrimination of specialized knowledge and skills. It also enriches the social and cultural standards of life and brings about qualitative improvement in the national sphere.

### Significance of the Study

Individual's life success is not only based on his academic performance but also personal value and emotional (maturity). Hence the investigator felt the need of a study to seek the current position emotional maturity of higher secondary students. Horne writes, "Education is the superior adjustment of a physically and mentally developed conscious human being to his intellectual, and emotional environment (Rai 1992). We need efficient and well adjusted person for the development of nation in various fields the efficiency always goes with emotional maturity that leads to self acceptance and them achievement. Emotional maturity of an individual is an important determiner of his or her behaviour the consistency of an individual in any endeavour is bound to the emotional maturity he attained this will further lead him to accept him or her as he is or she is. In this present study the investigator wants to find out the level of emotional maturity of higher secondary students. The investigator humbly hopes that this present study will through somelight to the problem areas of emotional maturity of the higher secondary students where they find difficulties to cope with themselves and their environments.

### Title of the Research

**A Study on Emotional Maturity of Higher Secondary Students**

### Operational Definition of Key Terms

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

### Emotional Maturity

Emotional maturity means how well one can adjust to stress become selective in what to worry about and discover harmless ways of letting of steam the following are the five broad factors of emotional

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<sup>1</sup>M.Ed, Scholar, Mahatma Gandhi College of Education, Solasari, Tirunelveli

immaturity a) Emotional regression b) social maladjustment, c) personality disintegration, d) Lack of independence.

### **Higher Secondary Students**

Higher secondary students refer to the students who were studying in XI standard.

### **Objectives**

- 1.1. To find out the level of emotional maturity of higher secondary students.
- 1.2. To find out the level of emotional maturity of male and female higher secondary students.
- 1.3. To find out the significant difference between male and female higher secondary students in their emotional maturity.
- 1.4. To find out the significant difference between rural and urban higher secondary students in their emotional maturity

### **Null Hypotheses**

- 2.1 There is no significant difference between male and female higher secondary students in their emotional maturity.
- 2.2 There is no significant difference between rural and urban higher secondary students in their emotional maturity.

### **Method Adopted in the Present Study**

The investigator selected the normative survey method for the present study.

### **Delimitations of the Study**

1. This study is limited to eight arts and science colleges located at in and around Tirunelveli area.
2. This study is limited to higher secondary students.

### **Tool Used in the Present Study**

As the study aims to find out the personal values and emotional maturity of the higher secondary students, the investigator has used the following standardized tool.

1. Adapted the emotional maturity scale developed by Yasuir Singh and Magesh Bhargava (1990).

### **Population for the Study**

The population for the present study consists of the higher secondary students who are studying in Tirunelveli district.

### **Sample for the Study**

The investigator has used simple random sampling technique for selecting the sample from the population. The stratification has been done on the basis of gender, religion, , nature of school, Residency, family type, type of school. The sample consists of 300 higher secondary students from 7 schools in Tirunelveli district.

### **Statistical Techniques Used**

“Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments”. (Aggarwal Y.P, 2000).

Percentage analysis, Arithmetic mean, Standard deviation and ‘t’ test

## Analysis

**Table 1.1 Level of Emotional Maturity of Higher Secondary Students**

Dimensions	Low		MODERATE		High	
	N	%	N	%	N	%
Emotional Stability	35	11.7	232	77.3	33	11.0
Emotional Progression	39	13.0	222	74.0	39	13.0
Social Adjustment	24	8.0	238	79.3	38	12.7
Personality Integration	36	12.0	224	74.7	40	13.3
Independence	36	12.0	238	79.3	26	8.7
<b>Overall Emotional Maturity</b>	40	13.3	219	73.0	41	13.7

**Table 1.2 Level of Emotional Maturity of Male and Female Higher Secondary Students**

Dimensions	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Emotional Stability	Male	15	10.6	107	75.9	19	13.5
	Female	20	12.6	125	78.6	14	8.8
Emotional Progression	Male	16	11.3	107	75.9	18	12.8
	Female	23	14.5	115	72.3	21	13.2
Social Adjustment	Male	20	14.2	111	78.7	10	12.2
	Female	20	12.6	125	78.6	14	8.8
Personality Integration	Male	18	12.8	106	75.2	17	12.1
	Female	18	11.3	118	74.2	23	14.5
Independence	Male	20	14.2	111	78.7	10	12.2
	Female	16	10.1	127	79.9	16	13.8
<b>Overall Emotional Maturity</b>	Male	18	12.8	102	72.3	21	14.9
	Female	22	13.8	117	73.6	20	12.6

**Table 1.3 Differences between Male and Female High School Teachers in their Emotional Maturity**

Dimensions	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Emotional Stability	Male	141	35.48	5.752	1.971	S
	Female	159	34.26	5.093		
Emotional Progression	Male	141	31.87	4.997	0.251	NS
	Female	159	31.71	5.683		
Social Adjustment	Male	141	32.92	5.683	0.277	NS
	Female	159	32.75	5.082		
Personality Integration	Male	141	31.91	5.239	0.556	NS
	Female	159	32.25	5.026		
Independence	Male	141	18.70	3.978	0.146	NS
	Female	159	18.88	3.708		
<b>Overall Emotional Maturity</b>	Male	141	150.57	13.127	0.319	NS
	Female	159	150.09	12.874		

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

**Table 1.4 Difference between Rural and Urban Higher Secondary Students in their Emotional Maturity**

Dimensions	Location of student	N	Mean	S.D	Calculated 't' value	Remarks
Emotional Stability	Rural	35	33.91	4.224	1.319	NS
	Urban	265	34.96	5.573		
Emotional Progression	Rural	35	29.34	3.850	3.774	S
	Urban	265	32.11	5.457		
Social Adjustment	Rural	35	31.66	4.014	1.751	NS
	Urban	265	32.98	5.505		
Personality Integration	Rural	35	31.26	4.401	1.164	NS
	Urban	265	32.20	5.206		
Independence	Rural	35	18.17	3.204	1.189	NS
	Urban	265	18.88	3.906		
Overall Emotional Maturity	Rural	35	147.86	9.239	1.580	NS
	Urban	265	150.65	13.369		

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

### Results and Discussion

1. It is inferred from the above table (1.1) shows that 11.0% of them have high level of emotional stability, 13.0% of them have high level of emotional progression, 12.7% of them have high level of social adjustment, 13.3% of them have high level of personality integration, 8.7% of them have high level of independence and 13.7% of male and 14.0% of female of them have high level of overall emotional maturity.
2. It is inferred from the above table (1.2) shows that 13.5% of male and 8.8% of female of them have high level of emotional stability, 12.8% of male and 13.2% of female of them have high level of emotional progression, 12.2% of male and 8.8% of female of them have high level of social adjustment, 12.1% of male and 14.5% of female of them have high level of personality integration, 12.2% of male and 13.8% of female of them have high level of independence and 14.9% of male and 12.6% of female of them have high level of overall emotional maturity.
3. It is inferred from the above table (1.3) shows that there is significant difference between male and female higher secondary students in their emotional stability. While comparing the mean scores of Male (Mean=35.48) and Female (Mean=34.26) in their emotional stability, the males are better than female higher secondary students.
4. It is inferred from the above table (1.4) shows that there is significant difference between rural and urban higher secondary students in their emotional progression. While comparing the mean scores of rural (Mean=29.34) and urban (Mean=32.11) in their emotional progression, the males are better than female higher secondary students.

### Interpretations

The 't' test reveals that male students are better than the female students in their emotional stability. This may be due to the fact that male students have more freedom to involve the activities of home as well as society. This exposure may make them to handle any kind of situation emotionally stable.

The 't' test reveals that urban students are better than the rural students in their emotional progression. This may be due to the fact that the urban students, they get plenty of opportunities to participate and organize various activities. From this exposure they become able to manage various difficult situations and various kinds of individuals.



**Recommendations**

1. Parents should behave in such a way that their behaviour should be helpful to the promotions of personal values of their wards.
2. Seminars and talks on emotional intelligence should be frequently arranged.
3. In order to improve the emotional maturity of the students sharing about life, group activities, picnics, tours, seminars, and group discussions, cultural programmes like dance, singing, dramas sports, and games should be regularly arranged.
4. It is important for teacher and parents to convey their children the importance of emotional maturity by being emotionally expressive towards them.

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## RELATIONSHIP BETWEEN MODERNITY AND ACCEPTANCE OF B.Ed STUDENTS IN VIRUDHUNAGAR DISTRICT

<sup>1</sup>R. Vijayakumari <sup>2</sup>S. Venkatesh

### Abstract

*This study is an attempt to find out the relationship between modernity and acceptance of B.Ed., student teachers with a few selected variables. Education is the most powerful tool in the process of modernization. It must be remembered that an old fashioned and static system of education cannot meet the demands of a rapidly changing society .therefore education is also to be modernized. Acceptance is one of the most domination and assertive forces in the development of a harmonious personality and it is the basic need for shaping one's attitude, behavior and confidence. Adolescence is the most crucial and significant period of an individual. In this stage, human personality develops new dimension. It is the period of anxieties and worries.*

*A teacher is the pivot in the society. He influences positively the younger generation. He is a role model to the students. The trainees studying the teacher university should develop the qualities of a good teacher. The traits such as modernity and acceptance play a vital role in the personality development of teacher trainees and help them in becoming effective teacher capable of molding the personality of children. The research was a survey type, the investigator selected randomly 10 college and 300 B.Ed. students in Virudhunagar District. The investigator adopted the standardized tool in the year of 2014-2015. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, 't'-test.*

### Introduction

Education means the modification of behavior. Education is an activity or a process which transforms the behavior of a person from "instinctive behavior "human behavior". Vivekananda defines education as" the manifestation of divine perfection already existing in man. Socrates defines education as "education means the bringing out of the ideas of universal validity which are latent in the mind of every man". Radhakrishnan defines education as "training the intellect, refinement of the heart and discipline of the spirit". To achieve success in life, the individual needs number virtues like will power confidence, respect belief etc. education creates a well balanced personality in the individual with an equal development of intellect and physical health features.

### Significance of the Study

Education enables an individual to have a right perspective and attitude towards himself as well as the other person and the word outside. The higher education plays an important role in the life of students as it is the beginning of graduation studies. it is also the stage of beginning of adulthood. Therefore it is significant at this stage to have a right perspective values about modernity and acceptance which would form the base for their future as productive adults.

Acceptance is one of the most domination and assertive forces in the development of a harmonious personality and it is the basic need for shaping one's attitude, behavior and confidence. Adolescence is the most crucial and significant period of an individual. In this stage, human personality develops new dimension. It is the period of anxieties and worries. A teacher is the pivot in the society. He influences positively the younger generation. He is a role model to the students. The trainees studying the teacher university should develop the qualities of a good teacher.

<sup>1</sup>M.Ed, Scholar, Mahatma Gandhi College of Education, Solasari, Tirunelveli

<sup>2</sup>Assistant Professor, Mahatma Gandhi College of Education, Solasari, Tirunelveli

The traits such as modernity and acceptance play a vital role in the personality development of teacher trainees and help them in becoming effective teacher capable of moulding the personality of children. Modernity and acceptance influences positively on the performance of teacher trainees. The investigator attempts to compare this variable in the frame of survey design. for an individual the importance of modernity attitude and acceptance is unquestionable. We need to produce the prospective teacher with an adequate and positive acceptance. We need to produce teacher to accept the change in the society, we need to produce students to accept all religions in the society. This study is an attempt to find out the relationship between modernity and acceptance of B.Ed., student teachers with a few selected variables like gender, nature of the college, locality of the college, locality of the student and socio economic status of students. The result of the study will be useful arrive at those present causes which facilitates or affects modernity and acceptance.

### **Title of the Study**

Relationship Between Modernity and Acceptance of B.Ed Students in Virudhunagar District

### **Operational Definitions**

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

#### **Modernity**

By the term modernity is a sample set of interrelated attitudes, values and behaviors of higher secondary girls that is, modernity includes attitude of higher secondary girls towards woman's right, change, religiosity, mass-media, working experiences and education.

#### **Attitude towards Women's Right**

In this study woman's right refers to pre-disposition of concepts, beliefs and acts towards the position of woman in the society.

#### **Attitude towards Change**

Change is the law of nature and this is true of society as well. Change represents the goal of innovation. In this study attitude towards change refers to the pre-disposition of concept beliefs and acts towards change.

#### **Attitude Towards Religiosity**

In this broadest sense, it is a comprehensive sociological term used to refer to the numerous aspects of religious activity, dedication, and belief, in this study attitude towards religiosity refers to the pre-disposition of concepts, belief and acts towards super human power of spirituality.

#### **Attitude towards Mass-Media**

Mass media refers collectively to all media technologies which are intended to reach a large audience via mass communication. In this study attitude towards mass-media refers to the pre-disposition of concepts, beliefs and acts towards the media of communication.

#### **Attitude towards Working Experiences**

Working experience is the experience that a person has been working, or worked in a specific field or occupation. In this study attitude towards working experience refers to the pre-disposition of concepts, beliefs and acts towards practical experiences.

#### **Attitude towards Education**

In this study attitude towards education refers to the pre-disposition of concepts, beliefs and acts towards education.

**Acceptance**

Acceptance is defined as affirmation or acceptance of self in spite of weakness or deficiencies.

**Relationship**

It means a connection or a link between two or more factors as association or connection in some known and definite manner; hence by relationship the investigator means a relationship between modernity and acceptance.

**B.Ed. Students**

By "B.Ed. Students" the investigator means, students studying in B.Ed. College to tamilnadu teacher Education University.

**Objectives**

1. To find out the level of modernity of B.Ed., students and its dimensions.
2. To find out the significant difference between male and female students in their modernity of B.Ed., students and its dimensions.
3. To find out the level of acceptance of B.Ed., students.
4. To find out the significant difference between male and female students in their acceptance of B.Ed., students
5. To find out the significant relationship between modernity and acceptance of B.Ed., students.

**Null Hypotheses**

1. There is no significant difference between male and female students in their modernity of B.Ed., students and its dimensions..
2. There is no significant difference between male and female students in their acceptance of B.Ed., students.
3. There is no significant relationship between modernity and acceptance of B.Ed., students

**Method Adopted in the Present Study**

The investigator selected the normative survey method for the present study.

**Tool Used for the Present Study**

As the study aims at the attitude of B.Ed. students towards modernity and acceptance, the investigator has used modernity and acceptance attitude scale to find out the attitude of B.Ed. students towards modernity and acceptance. The investigator adopted the standardized tool in the year of 2014-2015.

**Population for the Study**

The population for the study consists of all B.Ed. students in Virudhunagar District.

**Sample for the Study**

The investigator has used stratified random sampling technique. Out of all colleges in Virudhunagar District, the investigator selected randomly 10 college and 300 B.Ed. students.

**Statistical Techniques Used**

"Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments". (Aggarwal Y.P, 2000).

Percentage analysis, Arithmetic mean, Standard deviation and 't' test

## Analysis

**Table 1.1 Level of Modernity of B.Ed Students in the Total Sample**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
women's right	60	20.1	203	67.9	36	12.0
Change	51	17.1	212	70.9	36	12.0
Religiosity	54	18.1	194	64.9	51	17.1
Mass media	56	18.7	201	67.2	42	14.0
Working experience	40	13.4	206	68.9	53	17.7
Education	53	17.7	209	69.9	37	12.4
Modernity total	44	14.7	231	77.3	24	8.0

**Table 1.2 Difference between Male and Female Students in their Modernity**

Dimensions	Gender	N	Mean	S.D	Calculate 't' values	Remarks At 5% level
Woman's right	Male	83	23.43	3.270	3.199	S
	Female	217	24.73	2.758		
Change	Male	83	19.90	2.980	2.255	S
	Female	217	20.76	2.875		
Religiosity	Male	83	15.77	2.838	0.882	NS
	Female	217	16.08	2.508		
Mass media	Male	83	16.50	3.084	0.996	NS
	Female	217	16.88	2.382		
Working experience	Male	83	20.74	2.888	3.455	S
	Female	217	22.01	2.692		
Education	Male	83	23.76	3.141	1.617	NS
	Female	217	24.42	3.222		
Modernity total	Male	83	121.70	19.089	1.419	NS
	Female	217	124.88	11.502		

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

**Table 1.3**

Level of Acceptance of B.Ed Students					
Acceptance					
Low		Moderate		High	
Count	%	Count	%	Count	%
36	12.0	219	73.2	44	14.7

**Table 1.4 Difference between Male and Female Students in their Acceptance of B.Ed. Students**

Variable	Gender	N	Mean	Std. Deviation	't' Value	NS
Acceptance	Male	82	76.54	5.567	1.083	
	Female	217	77.37	6.898		

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

**Table 1.5 Relationship between modernity and acceptance of B.Ed. Students**

N	$\sum X$	$\sum Y$	$\sum X^2$	$\sum Y^2$	$\sum XY$	Correl	Remark at 5% level
300	37079	23066	1374852241	532040356	855264214	0.309	S

(At 5% level of significance, for 298 df the table value of 'r' is 0.1638)

## Results and Discussion

- It is inferred from the above table (1.1) that the level of modernity of B.Ed., trainees is average 67.9 in the dimension of women's right have moderate. The level of modernity of B.Ed., trainees is average 70.9 in the dimension of change have moderate. The level of modernity of B.Ed., trainees is average 64.9 in the dimension of religiosity have moderate. The level of modernity of B.Ed., trainees is average 67.2 in the dimension of Mass media have moderate. The level of modernity of B.Ed., trainees is average 68.9 in the dimension of Working experience have moderate. The level of modernity of B.Ed., trainees is average 69.9 in the dimension of education have moderate. The level of modernity of B.Ed., trainees is average 77.3 in the dimension of Modernity total have moderate.
- It is inferred from the above table (1.2) that 73.2 of B.Ed., trainees are moderate in the level of acceptance.
- It is inferred from the above table (1.3) that there is no significant difference male and female student's in the dimension of religiosity, mass media, education and modernity total. But there is significant difference male and female student's in the dimension of woman's right, change, working experience. While comparing the mean scores, the female B.Ed. students are better than the male B.Ed. students.
- It is inferred from the above table (1.4) that there is significant difference between male and female students in their acceptance of B.Ed students. While comparing the means scores of male (mean=76.54) and female (mean=77.37) students in their acceptance of B.Ed students. Female students are better than the male students.
- It is inferred from the above table (1.5) that there is significant difference between the modernity and acceptance of B.Ed students.

## Interpretations

The 't' test reveals that female college prospective students have more awareness about women's right, change and work experience. This may due to the fact that female trainees are eager to know the women's right and change in the every step in their life. They have committed in every work.

The 't' test reveals that female college prospective students have more acceptance than male students. This may due to the fact that female students have more adjustability in their life span. They can tolerate any kind problems.

The correlation results revealed that there is significant difference between the modernity and acceptance of B.Ed students. This may due to the fact that modern experiences have their effect in indirect ways through general psychological modernity. a right perspective values about modernity and acceptance which would form the base for their future as productive adults. Modernity and acceptance influences positively on the performance of teacher trainees. The trainees studying the teacher university should develop the qualities of a good teacher. The traits such as modernity and acceptance play a vital role in the personality development of teacher trainees and help them in becoming effective teacher capable of molding the personality of children.

## Recommendations

Based on the study, the investigator has made some recommendation so as to improve the modernity and acceptance of B.Ed students.

1. Once in every three month counselling programmers for students may be organized.
2. Co-curricular and extra-curricular activities should be given importance in the curriculum so that the students can develop their talents.
3. Career information centre, career talks and guidance programs should be conducted in the colleges.

## Conclusion

The present investigation points out positive correlation between acceptance and dimension of modernity, the study may be find some usefulness in the field of modernity education and may serve as a database for the further research. This knowledge would be immense importance to the teacher educators, educational planners and the society. We can conclude by saying the words of Monroe "The final purpose of educational research is to ascertain principles and develop procedures in the field of education".

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## **A STUDY ON PERSONALITY FACTORS CAUSING STRESS AMONG SCHOOL TEACHERS**

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**<sup>1</sup>J. Valarmathi**

### **Abstract**

*The present research examines the personality factors causing stress among school teachers. The researcher tries to enhance the knowledge of stress experience and its impact on the school teachers. In order to trace the truth and bring out the hidden facts on stress in school education the research was a survey type, the sample consists of 300 school teachers from 25 schools in Tirunelveli District. The investigator has adopted the teacher's stress scale by Ramalakshmi & Sebastian (2013) was used this study. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation, 't'-test.*

### **Introduction**

Education is the backbone of every developing nation. Education is a continuous process which aims to prepare a person to play his role as an enlightened member of the society; it means an all-round development of personality of a person. The higher education sector of our country is passing through revolutionary changes. "Access, equity and excellence" are the motto of higher education system (Sharma, 2006). Education is considered to be a process which contributes to the natural and harmonious development of man's innate powers, brings out complete development of his individuality, results into desirable behavior changes and ultimately prepares the human for happy and responsible life.

### **Significance of the Study**

The current belief in our society is that school teaching is an easy job and that school teacher's life is to be envied for they have lots of holidays and vacations, less working hours, no pressure of work and no technicalities and rigors of bureaucratic rules, procedures and discipline to stifle or crumble them. It is also believed that school teacher's role is quite having no complexities, tension and conflicts. This widely prevalent simple belief is incorrect for this is outsider's perception of the role of school teachers. Therefore a thorough research was done in order to discover the validity of popular beliefs. The study will provide insights into the factor that lead to stress. By this study the causes can be identified that lead to potential harm to health, emotional well being and relationships to others. Besides in the last 20 years numbers of people are reporting that the stress affecting their work has gone up to four times. Statistics also show that teacher is at high risk of being stress, since it can be caused by range of situations. Most of them are able to cope with it when others could not. Although stress is usual part of life, prolonged or extreme stress can lead to illness. The stress faced by teachers is substantial. Therefore my focus in the study is to identify the factors causing stress. By doing the suggestions can be made to overcome them. This will lead to a better environment, health and productivity in work.

### **Title of the Research**

**A Study on Personality Factors Causing Stress among School Teachers**

### **Operational Definitions of the Key Terms**

#### **Personality Factors**

A balanced consideration to heredity and environment in building one's personality which determinants determine one's personality is called personality factors.

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<sup>1</sup>M.Ed, Scholar, Mahatma Gandhi College of Education, Solasari, Tirunelveli



**Stress**

Stress is a non-specific response of the body to a demand. Stress means physical, mental or emotional responses to events that cause bodily or mental tension.

**School Teachers**

'Teachers' include all female and male teachers who are teaching in government, aided, private schools at Tirunelveli district. They may be part-time or fulltime teachers. They are either rural or urban.

**Objectives**

1. To find out the level of personality factors causing stress among school teachers.
2. To find out whether there is any significant difference between male and female school teachers in their personality factors causing stress.
3. To find out whether there is any significant difference between married and unmarried school teachers in their personality factors causing stress.

**Null Hypotheses**

1. There is no significant difference between male and female school teachers in their personality factors causing stress.
2. There is no significant difference between married and unmarried school teachers in their personality factors causing stress.

**Method Adopted in the Present Study**

The investigator selected the normative survey method for the present study.

**Delimitations of the Study**

1. The study has been limited only to Tirunelveli district.
2. Sample for the study is only limited to school teachers.

**Tools Used for the Present Study**

This study is aims to evaluate the teacher's stress made by students and teachers personality factors. The investigator has adopted and validated with the help of the guide. The pilot study, description of the tool, Establishing validity and Reliability is as follows.

The investigator has adopted the teacher's stress scale by Ramalakshmi & Sebastian (2013) was used this study.

**Population**

The population of the present study consists of teachers those who are working in schools of Tirunelveli district.

**Sample**

The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of primary school teachers, secondary school teachers and higher secondary school teachers from Tirunelveli district.

**Statistical Techniques Used**

"Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection, classification, description and interpretation of data obtained through the conduct of surveys and experiments". (Aggarwal Y.P, 2000).

Percentage analysis, Arithmetic mean, Standard deviation and 't' test

### Analysis

1. To find out the level of personality factors causing stress among school teachers.

**Table 1. Levels of Personality Factors Causing Stress among School Teachers**

Personality factors causing stress and its dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Anger	49	16.3	225	75.0	26	8.7
Extrovert	59	19.7	213	71.0	28	9.3
Introvert	32	10.7	238	79.3	30	10.0
Dependency	30	10.0	235	78.3	35	11.7
Submissiveness	10	3.3	270	90.0	20	6.7
Friendliness	34	11.3	231	77.0	35	11.7
Loss of control	40	13.3	226	75.3	34	11.3
Fear of failure	42	14.0	228	76.0	30	10.0
<b>Total</b>	35	11.7	230	76.7	35	11.7

**Table 2. Difference between Male and Female School Teachers in their Personality Factors Causing Stress and its Dimensions**

Personality factors causing stress and its dimensions	Male (N=95)		Female (N=205)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Anger	37.23	6.236	36.70	6.421	0.677	NS
Extrovert	10.69	2.614	10.56	2.492	0.418	NS
Introvert	5.72	1.502	5.31	1.611	2.158	S
Dependency	17.20	3.645	17.72	3.914	1.127	NS
Submissiveness	9.13	4.226	9.91	4.267	1.494	NS
Friendliness	27.01	4.304	27.32	5.130	0.539	NS
Loss of control	33.14	7.576	33.11	7.804	0.026	NS
Fear of failure	18.74	3.801	19.30	4.222	1.147	NS
<b>Total</b>	171.65	17.457	174.10	17.141	1.137	NS

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

**Table 3. Difference between Married and Unmarried School Teachers in their Personality Factors Causing Stress and its Dimensions**

Personality factors causing stress and its dimensions	Married (N = 86)		Unmarried (N=214)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Anger	37.93	6.257	36.44	6.362	1.852	NS
Extrovert	10.30	2.301	10.72	2.608	1.381	NS
Introvert	5.74	1.625	5.52	1.571	1.075	NS
Dependency	17.02	3.856	17.77	3.811	1.524	NS
Submissiveness	9.13	3.433	9.88	4.543	1.553	NS
Friendliness	27.41	4.754	27.14	4.936	0.427	NS
Loss of control	33.30	7.636	33.05	7.770	0.261	NS
Fear of failure	18.97	4.291	19.18	4.023	0.403	NS
<b>Total</b>	172.95	18.837	173.48	16.615	0.225	NS

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

## Results and Discussion

1. a) 8.7% of school teachers have high level of personality factor of anger causing Stress.
- b) 9.3% of school teachers have high level of personality factor of extrovert causing stress.
- c) 10.0% of school teachers have high level of personality factor of introvert causing stress.
- d) 11.7% of school teachers have high level of personality factor of dependency causing stress.
- e) 6.7% of school teachers have high level of personality factor of submissiveness causing stress.
- f) 11.7% of school teachers have high level of personality factor of friendliness causing stress.
- g) 11.3% of school teachers have high level of personality factor of loss of control causing stress.
- h) 10.0% of school teachers have high level of personality factor of fear of failure causing stress.
- i) 11.7% of school teachers have high level of personality factor of causing stress.
2. There is no significant difference between male and female school teachers have in their personality factors causing stress in the dimensions of introvert, dependency, friendliness and loss of control, anger, submissiveness, fear of failure and in total but there is significant difference between male and female school teachers have in their personality factors causing stress in the dimensions of extrovert. While comparing the mean scores of male (mean = 5.31) and female school teachers (mean = 5.72), the male teachers have more stress in the dimension of extrovert than the female teachers.
3. There is no significant difference between married and unmarried school teachers have in their personality factors causing stress in the dimensions of anger, extrovert, introvert, dependency, submissiveness, friendliness, loss of control, fear of failure and in total.

## Interpretations

The 't' test result reveals that there is significant difference between male and female school teachers have in their personality factors causing stress in the dimensions of extrovert. Male teachers have more stress in the dimension of extrovert than the female teachers. This may be due to the fact that female teachers have got more emotional maturity, intelligence, emotional factors and patience than male teachers. The female teachers easily express their feelings to others than the male teachers. Also the female teachers will be more careful in all their works (record keeping and maintenance) than male teachers which lead to reduce their stress.

## Recommendations

1. Less working hours can reduce the stress of school teachers.
2. Higher income can reduce the stress of school teachers.
3. Jobs should be made permanent to overcome the submissiveness of school teachers.
4. Harsh supervision can be avoided by the management to reduce teachers stress.
5. The relationship with the management should be cordial.
6. Teachers should have better role in decision making with their management.

## Conclusion

The objective of the present investigation was to study on personality factors causing stress among school teachers. This study may be found to be useful in the field of education. The recommendations given by the investigator may be very helpful for reduction of stress among school teachers. This study will be more fruitful when the suggestions given by the investigator are applied in all institutions and it will be of a great help for those who want to study further in this field.

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## METACOGNITION, EMOTIONAL MATURITY AND CLASSROOM MANAGEMENT OF HIGH SCHOOL TEACHERS

<sup>1</sup>A. Vences Cyril <sup>2</sup>Dr. M. Antony Raj

### **Abstract**

*The present study is entitled as "Metacognition, Emotional Maturity and Classroom Management of High School Teachers". Metacognition is not just a skill to be taught, but a disposition of what it means to think and learn. Thus, an analysis of teachers' understandings of how to guide students in being metacognitive and the relationships between teachers' pedagogical understandings of metacognition and their knowledge of metacognition could inform professional development. If teachers are emotionally mature which means if they have the ability to realize the psychological knowledge and utilize it, they will be able to help students at right time by checking their problems as they start sprouting. The emotional maturity of a teacher should find expression in all domains, whether it is teaching, talking, playing and walking. Emotionally mature teachers are likely to produce emotionally balanced learners and this transfer of maturity enables a teacher to manage or control his class irrespective of the conditions it has. Classroom management is one of the greatest concerns of teachers and administrators when addressing the safety and well-being of students. Effective classroom management should be the primary responsibility of the classroom teacher with the students accepting the responsibility of their inappropriate behavior. This paper aims to find out the relation between metacognition, emotional maturity and classroom management of high school teachers. The research is a survey type, which consists of purposive sampling of 800 high school teachers in Dindigul and Madurai district. The investigator has constructed and validated the metacognition, emotional maturity scale and classroom management scale. Personal data sheet was prepared by the investigator. The interpretation of data was done with statistical methods in percentage analysis and correlation.*

### **Introduction**

Mata, Pita, Guru and Theivam (Mother, Father, Teacher and God) is very popular adage in Sanskrit. This is the order one should give reverence. The teachers were given the equal status with God.

"Teachers are the back bone of any country, the pillar upon which the aspirations of students are reconverted into realities. The teachers must be perceptual seekers of intellectual integrity and universal compassion" - Dr. Abdul Kalam (Seetharaman, 2015). According to Indian culture and tradition the teacher has assumed a position second one to God. As Aurobindo (1910) puts it, "The teacher is the Prophet of the True God and the users of the true kingdom of God". According to Crow & Crow (1973) "A good teacher and the quality of his teaching has always been of paramount to a free man and to a free society (Aggarwal, 1980).

### **Significance of the Study**

High school students are in a transition to adult ways of being in the world of independency and romantic relationship. They struggle and fail and experience stresses that may affect their behavior in classrooms. Teachers are responsible for orchestrating attention to learning, of varied students in a limited space. Therefore, regardless of how well a teacher understands the students' needs; he/she should create a positive, emotional and academic climate. Implementing instructional methods that facilitate optimal learning by responding to academic needs of individual student and the classroom group is the need of the hour.

<sup>1</sup> Ph.D., Research Scholar, St. Xavier's College of Education, Palayamkottai, Tirunelveli

<sup>2</sup> Assistant Professor in History Education, St. Xavier's College of Education, Palayamkottai, Tirunelveli

Teachers get an opportunity to be with students for a longer period of time and can actually influence students. At times, an emotional insensitivity of a teacher affects the learner adversely because very often the learners feel fully attached rather integrated with the teachers. Even a minor emotional negligence can have greater significant effects on students. Teachers' understanding of what is necessary for teaching and learning has a strong impact on their practice. This impact affects students learning. Metacognition is not just a skill to be taught, but a disposition of what it means to think and learn. Thus, an analysis of teachers' understandings of how to guide students in being metacognitively and the relationships between teachers' pedagogical understandings of metacognition and their knowledge of metacognition could inform professional development (Harpaz, 2007). Metacognitive activities help the teacher to determine how students can be taught by applying their cognitive resources through metacognitive control. The metacognitive knowledge is encompassed with all the information about a proposed task that is available to a teacher. This knowledge guides in a management of a task and provides information about the degree of success that he or she is likely to produce. In the management of task the person should not lose his emotions otherwise he will be a failure.

To be effective, teachers must be aware of the numerous variables that affect classroom environment and support the teaching-learning process. A teacher's primary responsibility is to promote behavioral competence and facilitate learning for all students in a classroom. Managing the classroom is a critical element in successful instruction and requires good organizational ability and consistency. Classroom management is important to the whole education process because it offers students an ideal learning environment prevents teacher burnout and makes students and teachers feel safer and happier. Classroom management involves more than just discipline and rules. High school students are in a transition period and they take on adult ways of being in the world. High school students can make mistakes and engage in misbehavior that have far more serious implications than the kinds of mistakes and misbehavior they had made and engaged in as children (Scarlett, 2015). Today, classroom management is becoming an increasing problem for teachers in high schools because of the changes in the educational environments. Good classroom management implies good instruction. There is no doubt that the standard of classroom management, emotional maturity and metacognition of teachers determines the standard of the students as well as the quality of education too. By this study the investigator wants to find out the metacognition, emotional maturity and classroom management of high school teachers.

### **Objectives of the Study**

1. To find out the level of metacognition of high school teachers
2. To find out the level of emotional maturity of high school teachers.
3. To find out the level of classroom management of high school teachers.
4. To find out the significant relationship between emotional maturity and its dimensions and classroom management of high school teachers.
5. To find out the significant relationship between classroom management and its dimensions and metacognition of high school teachers
6. To find out the significant relationship between metacognition and its dimensions of emotional maturity of high school teachers

### **Hypothesis of the Study**

1. There is no significant relationship between classroom management and its dimensions and metacognition of high school teachers.
2. There is no significant relationship between emotional maturity and its dimensions and classroom management of high school teachers.
3. There is no significant relationship between metacognition and its dimensions of emotional maturity of high school teachers

### Delimitations of the Study

1. The sample was delimited to 800 high school teachers only.
2. The study is restricted to the high school teachers handling standards of sixth to tenth in Dindigul and Madurai districts only.

### Population and Sample

The population for the present study comprises of high school teachers, who are working in government, aided and self-financed high and higher secondary schools, spread in Dindigul and Madurai districts of Tamil Nadu. The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 800 high school teachers from 78 high and higher secondary schools.

### Method

In the present study the survey method was adopted to study the Metacognition, Emotional Maturity and Classroom Management of High School Teachers.

### Tools Used

This study is aims to evaluate the metacognition, emotional maturity and classroom management of high school teachers respectively. For the present study the investigator developed three tools namely ArVc's Scale on Metacognition (AVSM), ArVc's Scale on Emotional Maturity (AVSEM) and ArVc's Scale on Classroom Management (AVSCM).

### Statistical Techniques Used

Percentage analysis and correlation were used in this study.

### Analysis of the Study

**Table 1 Level of Metacognition of High School Teachers**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Knowledge of Cognition	101	12.6%	560	70.0%	139	17.4%
Regulation of Cognition	89	11.1%	577	72.1%	134	16.8%
<b>Metacognition</b>	102	12.8%	555	69.4%	143	17.8%

**Table 2 Level of Emotional Maturity of High School Teachers**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Emotional Manifestation	162	20.3%	516	64.5%	122	15.3%
Emotional Stability	130	16.3%	537	67.1%	133	16.6%
Emotional Self-Awareness	117	14.6%	683	85.4%	0	0.0%
Emotional Adjustment	111	13.9%	564	70.5%	125	15.6%
Emotional Adequacy	127	15.9%	548	68.5%	125	15.6%
<b>Emotional Maturity</b>	137	17.1%	522	65.3%	141	17.6%

**Table 3 Level of Classroom Management of High School Teachers**

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Management of Planning	125	15.6%	548	68.5%	127	15.9%
Management Teaching Learning Resources	110	13.8%	580	72.5%	110	13.8%
Management of Self-Discipline	72	9.0%	412	51.5%	316	39.5%

Management of Student Behaviour	139	17.4%	538	67.3%	123	15.4%
Management of Learning Atmosphere	113	14.1%	574	71.8%	113	14.1%
Management of Classroom Instruction	115	14.4%	583	72.9%	102	12.8%
Management of Evaluation	118	14.8%	546	68.3%	136	17.0%
<b>Classroom Management</b>	112	14.0%	581	72.6%	107	13.4%

**Table 4 Relationship between Metacognition and Its Dimensions of Emotional Maturity of High School Teachers**

Dimensions	df	Calculated ' $\gamma$ ' value	'P' Value	Remarks
Knowledge of Cognition	798	0.320	0.000	<b>S</b>
Regulation of Cognition		0.309	0.000	<b>S</b>
<b>Metacognition</b>		0.348	0.000	<b>S</b>

**Table 5 Relationship between Classroom Management and Its Dimensions and Metacognition of High School Teachers**

Dimensions	df	Calculated ' $\gamma$ ' value	'P' Value	Remarks
Management of Planning	798	0.399	0.000	<b>S</b>
Management of Teaching Learning Resources		0.391	0.000	<b>S</b>
Management of Self-Discipline		0.216	0.000	<b>S</b>
Management of Learning Atmosphere		0.213	0.000	<b>S</b>
Management of Student Behaviour		0.218	0.000	<b>S</b>
Management of Classroom Instruction		0.299	0.000	<b>S</b>
Management of Evaluation		0.297	0.000	<b>S</b>
<b>Classroom Management</b>		0.409	0.000	<b>S</b>

**Table 6 Relationship between Emotional Maturity and its Dimensions and Classroom Management of High School Teachers**

Dimensions	df	Calculated ' $\gamma$ ' value	'P' Value	Remarks
Emotional Manifestation	798	0.168	0.000	<b>S</b>
Emotional Stability		0.169	0.000	<b>S</b>
Emotional Self-Awareness		0.638	0.000	<b>S</b>
Emotional Adjustment		0.192	0.000	<b>S</b>
Emotional Adequacy		0.298	0.000	<b>S</b>
<b>Emotional Maturity</b>		0.334	0.000	<b>S</b>

### Results and Discussion

- Tables 1 revealed that majority of the high school teachers (70.0%) have moderate level of knowledge of cognition. Only 17.4% of high school teachers have high level of knowledge of cognition, Majority of the high school teachers (72.1%) have moderate level of regulation of cognition. Only 16.8% of high school teachers have high level of regulation of cognition, majority of the high school teachers (69.4%) have moderate level of metacognition. Only 17.9% of high school teachers have high level of metacognition.
- Tables 2 revealed that majority of the high school teachers (64.5%) have moderate level of emotional manifestation. Only 15.3% of high school teachers have high level of emotional manifestation, majority of the high school teachers (67.1%) have moderate level of emotional stability. Only 16.6% of high school teachers have high level of emotional stability, majority of the high school teachers (85.4%) have moderate level of emotional self-awareness. Only 0.0% of high



school teachers have high level of emotional self-awareness, majority of the high school teachers (70.5%) have moderate level of emotional adjustment. Only 15.6% of high school teachers have high level of emotional adjustment, majority of the high school teachers (68.5%) have moderate level of emotional adequacy. Only 15.6% of high school teachers have high level of emotional adequacy and majority of the high school teachers (65.3%) have moderate level of emotional maturity. Only 17.6% of high school teachers have high level of emotional maturity.

- Tables 3 revealed that majority of the high school teachers (68.5%) have moderate level of management of planning. Only 15.9% of high school teachers have high level of management of planning, majority of the high school teachers (72.5%) have moderate level of management of teaching learning resources. Only 13.8% of high school teachers have high level of management of teaching learning resources, majority of the high school teachers (51.5%) have moderate level of management of self-discipline. Only 39.5% of high school teachers have high level of management of self-discipline, majority of the high school teachers (67.3%) have moderate level of management of student behaviour. Only 15.4% of high school teachers have high level of management of student behaviour, majority of the high school teachers (71.8%) have moderate level of management of learning atmosphere. Only 14.1% of high school teachers have high level of management of learning atmosphere, majority of the high school teachers (72.9%) have moderate level of management of classroom instruction. Only 12.8% of high school teachers have high level of management of classroom instruction, majority of the high school teachers (68.3%) have moderate level of management of evaluation. Only 17.0% of high school teachers have high level of management of evaluation and majority of the high school teachers (72.6%) have moderate level of classroom management. Only 13.4% of high school teachers have high level of classroom management.
- Table 4 revealed that there is significant relationship between knowledge of cognition, regulation of cognition and metacognition and emotional maturity of high school teachers. This may be due to the fact that the success of a teaching profession depends not so much on what teachers teach but how they teach and how they manage their class room situation. Hence besides having subject knowledge, the teachers should learn to come down to the level of students in order to motivate them. To do this, teachers should constantly reflect and analyze their way of functioning. Such a constant effort on the part of teachers results in their growth in emotional maturity and metacognitive ability.
- Table 5 revealed there is significant relationship between management of planning, management of teaching learning resources, management of self-discipline, management of learning atmosphere, management of student behaviour, management of classroom instruction, management of evaluation and classroom management and metacognition of high school teachers. This may due to the fact that students spend most of their time in the classroom and likewise most of the activities are done in the classroom only. The environment of a classroom has a great influence on the multiple development of the student's personality. The better the classroom environment become the skill of classroom management of teachers are also better.
- Table 6 revealed there is significant relationship between emotional manifestation, emotional stability, emotional self-awareness, emotional adjustment, emotional adequacy and emotional maturity and classroom management of high school teachers. This may due to the fact that emotionally matured teachers are able to understand their student's behaviour effectively in the classroom. So they manage the students well in the classroom. The emotionally matured teachers are extroverts in their personality. The better the classroom environment, the skill of classroom management of teachers is also better and it will make the students to perform well in the classroom.

### Recommendations

1. Practical oriented metacognition strategies should be included in the curriculum. Based on their performances teachers especially male teachers with better metacognition may be identified through continuous and comprehensive evaluation and awarded prizes at the end of the year.
2. More funds may be allotted for government, aided and matriculation schools for having the activities developing metacognition, emotional maturity and classroom management of high school teachers.
3. Government, aided and matriculation schools should be arranged yoga, meditation classes, picnics and co-curricular activities for high school teachers to develop their emotional stability, emotional adequacy and emotional maturity of high school teachers.
4. The administrators should insist high school teachers to participate in the training programme on classroom management skills, who have failed to attend during their service and metacognitive teaching strategies must be included in the in-service training programme to the teachers.
5. More workshops, special training programmes, special talks and professional development courses can be arranged to the high school teachers in order to enhance their classroom management, emotional maturity and metacognition.

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## MENTAL HEALTH AND ACADEMIC ACHIEVEMENT OF B.Ed. STUDENTS

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<sup>1</sup> R. Vijayasanthi <sup>2</sup> Dr.M.Meenakshi

### Abstract

*Education is an integral part of every human being. It moulds him to a good citizen who really is an asset of a country. Mental health of B.Ed. students plays a vital role in shaping of the nation. The present study "Mental health and academic achievement of B.Ed. students" followed the descriptive method and survey as a technique and the random sampling method was employed. Data has been collected form 300 B.Ed. students and analyzed in order to study their mental health and academic achievement. Statistical techniques like, Mean, Standard deviation't' test, F test and correlation were used to analyze the collected data. The findings are as follows; more than 50% of the student teachers are having average level of mental health and achievement. There is a significant difference in observed in their mental health with reference to their gender, community, number of family members, residence of the B.Ed. students and Medium of the students.*

### Introduction

Education is an integral part of every human being. It moulds him to a good citizen who really be an asset of a country. Through the process of education the individual acquires new habits, sentiments and attitudes, new knowledge, potentialities, abilities, purposes and ideals, and those help him to solve the problems of life more successfully to achieve superior adjustment onto his environments and to manipulate and exploit better the forces of nature. Education is a mirror held against the face of a people. Positive mental health is a necessary condition for better development of an individual. Keeping up mental health is one of the major problems of the world today. Because of rapid industrialization and sophistication of the modern social system, an individual often fails to maintain a balance between himself and his social environment. Mental health has emerged as a crucial concept in different walks of life; mental health in education has become the imperative need of the day. The mental health of adolescents is one of the major issues in modern world.

### Significance of the Study

Mental Health approach in education has emerged as strong movement that has spread to all enlightened educational systems of the world. It is for the reason that it has become a popular theme for research among psychologist and educationist. The mental health practices must be woven into the fabric of the school day. While we must have education in mental health and we must also have mental health in education. It is very widely accepted that good mental health would definitely enhance the efficiency of learning and will therefore, lead to more satisfying school accomplishments. Despite the crucial nature of spirituality, psycho-social factors like self-esteem, family environment, school environment and temperament under study, researchers relating to this area have been quite unsatisfactory. Because of the above mentioned facts, the investigator strongly convinced that a study on mental health and academic achievement of B.Ed. students in Madurai District is meaningful. By all means, the test results will serve a valuable aid in guidance and counseling.

### Hypotheses of the Study

1. The level of mental health of B.Ed. students in Madurai District with reference to certain population variable is average.

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<sup>1</sup> M.Ed. Scholar, Mankayarkarai College of Education, Paravai, Madurai

<sup>2</sup> Assistant Professor in Education,  
Mangayarkarasi College of Education, Paravai, Madurai

2. The level of academic achievement of B.Ed. students in Madurai District with reference to certain population variable is average.
3. There is no significant difference in mental health among B.Ed. students with reference to certain population variables.
4. There is no significant difference in academic achievement among B.Ed. students with reference to certain population variables.
5. There is no significant relationship between Mental Health and Academic achievement of B.Ed. Students with reference to different categories of certain population variables.

### Definitions of Key Terms

**Mental Health:** Wholesomeness of mind, analogous to the wholesomeness of body implicit in physical health, extended in modern usage to include all aspects of adequacy of individual integration.

**Academic Achievement:** In this present study the scores achieved in by the student teachers in the previous examination.

**B.Ed. Students:** The students who are all doing their Bachelor Degree in Education is considered to be B.Ed. students.

### Delimitations of the study

1. The geographical area selected for the present study is Madurai District.
2. Only 300 B.Ed. students were selected for the present study.
3. The present study covers totality of Mental Health.
4. The hypotheses were verified at 5% level of significance

### Instrumentation

When an individual learns how to deal with these factors and develop coping behavior of facing and solving problems that confront him in his life he can maintain sound mental health. The tool consists of 30 statements with a 3 point scale with responds of always, some times and never. This tool is having both positive and negative statements

### Sample

The investigator of the present study has selected 300 B.Ed. students from different colleges of Education through simple random sampling technique.

### Analysis and Interpretation of Data

**Null Hypothesis 1:** There is no significant difference in mental health of B.Ed. students with reference to certain population variables.

**Table 4.1 Significant Difference in Mental Health of B.Ed. Students with Reference to Certain Population Variables**

Sl.No.	Variables	Categories	N	Mean	SD	Calculated 't' Value	Table Value	Remark
1.	Gender	Male	97	46.11	6.66	6.24	1.96	S
		Female	203	52.46	10.84			
2.	Number of Family Members	Four	177	46.74	8.30	7.95		S
		Above Four	123	54.17	7.72			
3.	Religion	Hindu	186	47.96	8.65	0.89		NS
		Others	144	48.83	8.91			
4.	Community	SC/ST	115	47.04	8.27	5.52	S	
		Others	185	52.65	9.00			

5.	Residence	Day Scholar	215	43.15	8.36	5.31		S
		Hostel	85	48.89	8.46			
6.	Medium of Instruction	Tamil	111	43.15	8.36	5.72		S
		English	189	48.89	8.46			
7.	Family Type	Joint	98	46.08	8.92	2.10		S
		Nuclear	202	48.36	8.61			
8.	Study Habit	Individual	193	50.35	8.70	6.49		S
		Group	107	44.28	7.19			
9.	College of Type	Govt.	202	42.58	8.12	5.80		S
		Private	98	48.27	7.9			

Since the calculated 't' value is less than the table value for 298 degrees of freedom at 5% level of significance, the null hypotheses 1.3 is accepted. Since the calculated 't' value is higher than the table value for 298 degrees of freedom at 5% level of significance, the null hypotheses 1.1, 1.2, 1.4, 1.5, 1.6, 1.7, 1.8 and 1.9 are not accepted.

**Null Hypothesis 2:** There is no significant difference in academic achievement of B.Ed. students with reference to certain population variables.

**Table 4.2 Significant Difference in Academic Achievement of B.Ed. Students with Reference to Certain Population Variables**

Sl.No.	Variables	Categories	N	Mean	SD	Calculated 't' Value	Table Value	Remark
1.	Gender	Male	97	49.46	10.90	0.98	1.96	NS
		Female	203	50.70	8.70			
2.	Number of Family Members	Four	177	47.04	10.49	4.72		S
		Above Four	123	52.37	8.95			
3.	Religion	Hindu	186	48.51	9.78	12.55		S
		Others	144	59.16	5.45			
4.	Community	SC/ST	115	48.73	9.77	6.93		S
		Others	185	56.44	8.69			
5.	Residence	Day Scholar	215	52.56	11.30	5.59		S
		Hostel	85	46.67	6.62			
6.	Medium of Instruction	Tamil	111	50.77	10.62	1.47	NS	
		English	189	49.00	9.10			
7.	Family Type	Joint	98	51.09	11.11	1.99	S	
		Nuclear	202	48.58	8.18			
8.	Study Habit	Individual	193	51.16	10.93	2.35	S	
		Group	107	48.49	8.48			
9.	College of Type	Govt.	202	50.98	10.32	1.87	NS	
		Private	98	48.73	9.48			

Since the calculated 't' value is less than the table value for 298 degrees of freedom at 5% level of significance, the null hypotheses 2.1, 2.6, and 2.9 are accepted. Since the calculated 't' value is higher than the table value for 298 degrees of freedom at 5% level of significance, the null hypotheses 2.2, 2.3, 2.4, 2.5, 2.7 and 2.8 are not accepted.

**Null Hypothesis 3:** There is no significant relationship between mental health and academic achievement of B.Ed. students with reference to certain population variables.

**Table 4.3 Significant Relationship between Mental Health and Academic Achievement of B.Ed. Students with Reference to Certain Population Variables**

Population variables	Categories	N	Calculated 'γ'	Table value at 5 % level	Remark
Gender	Male	97	0.252	0.304	S
	Female	203	0.316	0.159	S
Number of Family Members	Four	177	0.266	0.195	S
	Above Four	123	0.268	0.195	S
Religion	Hindu	186	0.399	0.250	S
	Others	144	0.242	0.159	S
Community	SC/ST	115	0.427	0.325	S
	Others	185	0.421	0.159	S
Residence	Day Scholar	215	0.555	0.304	S
	Hostel	85	0.288	0.159	S

Since the calculated value is greater than the table at 5% level of significance the null hypotheses in relation to gender, No. of family members, religion, community and residence are not accepted.

#### Findings of the Study

1. There is significant difference between Male and Female B.Ed. students with reference to their mental health.
2. There is significant difference between B.Ed. students who are having four and more than four members in their family B.Ed. students with reference to their mental health.
3. There is no significant difference between Hindu and Non Hindu B.Ed. students with reference to their mental health.
4. There is significant difference between SC/ST and Non SC/St B.Ed. students with reference to their mental health.
5. There is significant difference between Day Scholar and Hostel B.Ed. students with reference to their mental health.
6. There is significant difference between Tamil and English Medium B.Ed. students with reference to their mental health.
7. There is significant difference between from Joint and Nuclear family B.Ed. students with reference to their mental health.
8. There is significant difference between Individual and Group studying B.Ed. students with reference to their mental health.
9. There is significant difference between government and private B.Ed. students with reference to their mental health.
10. There is no significant difference between Male and Female B.Ed. students with reference to their academic achievement.
11. There is significant difference between B.Ed. students who are having four and more than four members in their family B.Ed. students with reference to their academic achievement.
12. There is no significant difference between Hindu and Non Hindu B.Ed. students with reference to their academic achievement.
13. There is significant difference between SC/ST and Non SC/St B.Ed. students with reference to their academic achievement.

14. There is significant difference between Day Scholar and Hostel B.Ed. students with reference to their academic achievement.
15. There is no significant difference between Tamil and English Medium B.Ed. students with reference to their academic achievement.
16. There is significant difference between from Joint and Nuclear family B.Ed. students with reference to their academic achievement.
17. There is significant difference between Individual and Group studying B.Ed. students with reference to their academic achievement.
18. There is no significant difference between government and private B.Ed. students with reference to their academic achievement.

### **Conclusion**

As far as mental health is concerned boy's exhibit less mental health and this may be enhanced. Girl's achievement is less than the boy's achievement teaching and coaching may be given more concentration. The mental health of the private B.Ed. students may be enhanced through proper training. In order to increase the achievement of rural B.Ed. students they may be provided with opportunities to improve their Mental Health.

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