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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
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Objectives of the Study

To find out the level of higher secondary teacher in their interactive white board presentation.

Hypothesis

1. There is no significant difference among higher secondary teachers in their interactive white board presentation with respect to type of school
2. There is no significant difference among higher secondary teachers in their interactive white board presentation with respect to nature of school.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the study

The population of the present study is the is higher secondary teachers of Srivilliputhur Taluk, Virudhunagar district of Tamil Nadu.

Sample for the study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 250 higher secondary teachers from 10 higher secondary schools in Virudhunagar district.

Tool

Interactive White Board Scale prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of data

Objective 1

To find out the level of Interactive white board presentation of higher secondary teachers.

Table 1.1 Level of Interactive White Board Presentation of Higher Secondary Teachers

| Low | | Moderate | | High | |
|-------|------|----------|------|-------|------|
| Count | % | Count | % | Count | % |
| 74 | 29.6 | 108 | 43.2 | 68 | 27.2 |

It is inferred from the above table that, 29.6% of higher secondary teachers have low, 43.2% of them have moderate and 27.2% of them have high level of Interactive White Board presentation.

Null hypothesis: 1

There is no significant difference among government, aided and self-finance higher secondary teachers in their interactive white board presentation.

Table 1.2 Difference among Government, Aided and Higher Secondary Teachers in their Interactive White Board Presentation

| Variables | Sources | Sum of square | Degrees of freedom | Mean square | Calculate 'F' Value | Remarks at 5% Level |
|---------------------------|---------|---------------|--------------------|-------------|---------------------|---------------------|
| Decision Making behaviour | Between | 4622.592 | 2 | 2311.296 | 64.206 | S |
| | Within | 8891.572 | 247 | 35.998 | | |
| | Total | 13514.164 | 249 | | | |

It is inferred from the above table that calculates 'F' value (3.588) is greater than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is no significant difference among government, aided and self-finance higher secondary teachers in their interactive white board presentation.

Null Hypothesis 2

There is no significant difference among boys, girls and co-education school higher secondary teachers in their interactive white board presentation.

Table 1.3 Significant Difference among Boys, Girls and Co-Education School Higher Secondary Teachers in their Interactive White Board Presentation

| Variables | Sources | Sum of square | Degrees of freedom | Mean square | Calculated 'F' Value | Remarks at 5% Level |
|--------------------------------------|---------|---------------|--------------------|-------------|----------------------|---------------------|
| interactive white board presentation | Between | 167.440 | 2 | 83.720 | 1.549 | NS |
| | Within | 13346.724 | 247 | 54.035 | | |
| | Total | 13514.164 | 249 | | | |

It is inferred from the above table that calculates 'F' value (1.549) is lesser than the table value (3.00) for df (2, 297) and at 5% level of significance. Hence the null hypothesis is accepted. It shows that There is no significant difference among boys, girls and co-education school higher secondary teachers in their interactive white board presentation.

Major Findings

1. The level of Interactive white board presentation of higher secondary teachers is moderate
2. There is a significant difference among government, aided and self-finance higher secondary teachers in their interactive white board presentation.
3. There is no significant difference among boys, girls and co-education difference among higher secondary teachers in their interactive white board presentation.

Interpretation

The obtained show there is significant difference among government, aided and private higher secondary teachers in their interactive white board presentation. Comparing the mean values private school teachers are better than their counter parts in interactive white board. This may be due to the fact that private schools are well equipped.

Recommendations

1. The use of Interactive class learning material in class, act as a source of edutainment (education plus entertainment) as well as the session may includes games, recreational activities like solving puzzles and riddles, holding group discussion on some general topics related to current affairs to create more interest among students. So, teacher becomes more interesting, resourceful among students and classes get livelier.
2. Important skills such as creative thinking, critical analysis, problem solving ability and synthesis of knowledge can easily be accomplished through Interactive whiteboard based learning in the classroom. "Science for all" and "Science Literacy" needs an important strategy of teaching to be developed to ensure, learning of the total instruction by all the pupils. Interactive white board presentation method of instruction is interactive and participatory in approach.
3. Interactive class instructions help the teachers to make their teaching learning process more effective. The findings of the study have their implication for teachers, teacher educators, curriculum planner as well as for the administrators.

Suggestions of the Study

The following are the suggestions for further research studies.

1. The study should be repeated to explore how interactive whiteboard instruction learning method affects the students' various abilities on cognitive, emotional and motivational dimensions.
2. There is need to compare interactive whiteboard instruction learning with other method of instructions at different grade levels.
3. The study was tested for teaching of social science for class 7 th. This may be done for other subjects and at all level of education.
4. Research is needed to compare the combination of various mediums/elements (text, audio, video, animation and graphics) of IWBLM i.e. up to what extent a medium is superior to others.

Conclusion

Education makes all round development of individual abilities. The process of education continues throughout life. Right from the mother's womb, at each and every moment a person learns something from everyone, and everywhere. Traditional teaching methods are in motion in India for thousands of years. Today we are living in computer era and computer has reached all sphere of our life. Lots of companies are also emerging in the present school education system, which are providing smart class room studies through interactive white board.

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Teacher education has been identified as the single 24 most important factor in bring improvement in quality of education and same is true for elementary education but the alarming state of Teacher Education in the country is reflected in the fact that, in recent years, the majority of graduates that have appeared for the central Teacher Eligibility Test (TET) have failed to demonstrate even the most basic knowledge base expected from a teacher (Unicef, 2015). Therefore, it would be safe to say that although the number of teacher education institutes has phenomenally increased in the past few years, the same cannot be said of the quality of these institutes. Of late, the quality of these institutes them self is being questioned, with many experts stressing the need for immediate quality improvement of these institutes. However, the prerequisite to quality improvement and management is quality assessment. 48 The quality of education is often assessed in terms of examination results. This method is not a true measure of quality as the examination system in India is limited in scope and coverage. One of the useful approach is to assess the total quality of the institutes of teacher education, covering various facets of quality in teacher education, not only in terms of outcomes but also in terms of inputs and the processes, giving due importance to the views of the major stakeholder

Objectives of the study

1. To find out the level of Attitude towards total quality management of post graduate teachers.
2. To find out the level of Attitude towards total quality management of post graduate teachers with reference to gender

Hypothesis

1. There is no significant difference between male and female post graduate teachers in their attitude towards total quality management.
2. There is no significant difference between rural and urban post graduate Teachers in their attitude towards total quality management.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population of the present study is the high secondary students of Srivilliputhur Taluk, Virudhunagar district of Tamil nadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 250 students from the population of post graduate teachers at higher secondary level in Virudhunagar district of Tamil nadu.

Tool

Attitude towards total quality management Scale prepared and validated by investigator and the guide

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Objective 1

To find out the level of Attitude towards total quality management of post graduate teachers.

Table 1.1 Level of Attitude Towards Total Quality Management of Post Graduate Teachers

| Variable | Low | | Moderate | | High | |
|---|-------|----|----------|------|-------|------|
| | Count | % | Count | % | Count | % |
| Attitude towards total quality management | 105 | 35 | 112 | 37.3 | 83 | 27.7 |

It is inferred from the above table that 35.0% of the post graduate teachers have low, 37.3% of them have moderate and 27.7% of them have high level of attitude towards total quality management.

Hypothesis No 1

There is no significant difference between male and female post graduate teachers in their attitude towards total quality management.

Table 1.2 Difference between Male and Female Post Graduate Teachers in their Attitude Towards Total Quality Management

| Gender | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|--------|-----|-------|--------|----------------------|---------------------|
| Male | 113 | 79.88 | 10.714 | 2.258 | S |
| Female | 187 | 82.28 | 7.596 | | |

It is inferred from the above table that calculated 't' value (2.258) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female post graduate Teachers in their attitude towards total quality management.

Major Findings

1. The majority of the post graduate Teachers belong to the moderate level of attitude towards total quality management.
2. The majority of the male and female belong to the moderate level of quality management of post graduate teachers.
3. There is significant difference between rural and urban post graduate Teachers in their attitude towards total quality management

Interpretation

1. The finding of present study shows that there is significant difference between male and female post graduate Teachers in their attitude towards total quality management. Female post graduate Teachers (82.28) are better than male post graduate Teachers (79.88) in their attitude towards total quality.
2. The finding of current study concludes that there is significant difference between rural and urban post graduate Teachers in their attitude towards total quality management. Rural post graduate Teachers are better than post graduate Teachers in their attitude towards total quality management

Suggestions of the Study

The present study gives a clear-cut view about the present position of attitude towards total quality management of post graduate teachers. Based on the important findings stated earlier, the following recommendations are suggested:

- A comparative study on total quality of management and leadership traits of high school pg teachers
- A study on relationship between emotional intelligence and leadership style among the higher secondary teacher.

- A study on relationship between emotional intelligence and total quality of management of the Tamil Nadu.
- Relationship between total quality of management and spiritual leadership among the higher secondary teachers.

Recommendations

1. Group activities and team work which help teacher to develop control over their emotions and handle relationships should be encouraged.
2. It is important for teachers the importance of total quality management by being emotionally expressive towards them.
3. There is a need to infiltrate lessons of total quality management into the fabric of school life, in order to help counter violence and other pitfalls that prevent children from growing into productive satisfied adults.
4. It is important for teachers to be total quality management themselves, possess higher emotional intelligence and help to maintain a sound emotional tone in the school.

Conclusion

One of the most famous examples of total quality management is toyota implemented kanban system to make its assembly line more efficient. the company decided to keep just enough inventories to fulfill customer orders as they were generated. the importance of quality has been in the past and this will march into the future and remain as key strategic importance to the librarianship. but the ultimate goal in obtaining highest quality products and services remain as an integral part of pg teachers ethos and no matter what modern management tools do we apply in search of 'quality.

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LOCUS OF CONTROL OF STUDENT TEACHERS IN RELATION TO THEIR MENTAL HEALTH
¹Dr. M. Nithya Kalyani²R. Kalaiyarasi**Abstract**

This investigation was done to see if there is any significant relationship between Locus of control and mental health of student teachers. The sample comprises of 300 student teachers acquired from ten B.Ed colleges in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant relationship between Locus of control and mental health of student teachers.

Keywords: Locus of Control, Mental Health, student teachers, acquired, significant, SPSS software.

Introduction

Education is regarded as synonymous with learning, as the acquired experience of any kind: intellectual, emotional or sensory-motor. Education is a product of experience. It is the process by which and through which knowledge, skills and attitudes are transmitted to the members of the community. John Dewey considers education as that “reconstruction or reorganization of experience which adds to the meaning of experience and which increases ability to direct the course of subsequent experiences”. The National Dictionary of Education defines Education as “the total process of developing human ability and behaviour”. It implies that education should prepare the individual to discover his talent, sharpen his abilities and realize his potential, and prepare him as a responsible person in the community. United Nations Organization prescribes (1948) “Education should be directed to full development of the human life and to strengthening of respect for human rights and fundamental freedom”. It should promote understanding, tolerance and friendship among all nations, racial or religious groups and shall further the activities for maintaining peace”. India Education Commission holds (1964-1966), “Education serves as a powerful instrument of social, economic & cultural transformation necessary for the realization of the national goals”.

Significance of the study

Adolescence is a period of transition in which children become adults. Traditionally, adolescence has been considered a period of great emotional stress, and it is not difficult to see why this might be so; in adolescent years, children break away from parents control and seek to make their own choices about their activities, schedules and more. At the same time, adolescents are shifting the focus of their social worlds, so that they spend more time with, and gain much more emotional support from peers rather than those family members. Adolescents are also able to explore a variety of new found freedoms, including many activities away from adult supervision, with all these changes, the stage seems to be set for considerable tension between adolescents and their parents, the need for assertiveness obviously come up, to make sure that there is no violence. Adolescents with adequate emotional stability and with internal locus of control are found to be better adjusted in these 42 conditions than the externally controlled ones both males and females alike.

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Locus of control has generated much research in a variety of areas in psychology, and the construct is applicable to such fields as Educational Psychology, Health Psychology and Clinical Psychology. Debate continues about whether specific or more global measures of locus of control will prove to be more useful in practical application. Careful distinctions should also be made between locus of control (a concept linked with expectancies about the future) and attribution style (a concept linked with explanations for past outcomes), or between locus of control and concepts such as self-efficacy. If a person is free from these ailments or symptoms is considered healthy. In considering either physical or Mental Health, such a checklist of ailments would emphasize defects which produce distress or interfere with the larger functions of the individual. Mental Health implies a departure from the normal or undesirable or troubles some departure from the normal. Another approach to Mental Health is a number of feelings, attitudes or ways of behaving which lead to distress or interfere with larger goals and which are unusual or inevitable. These conditions are abnormal in the sense that there is departure from normal behaviour. This departure from normal is said to be ill Mental Health.

Objectives

1. To find out the level of locus of control of higher secondary students.
2. To find out the level of mental health of higher secondary students.
3. To find out whether there is no significant relationship between locus of control and mental health of student teachers.

Hypothesis

1. There is no significant difference between male and female higher secondary students in their locus of control.
2. There is no significant difference between male and female higher secondary students in their mental health.
3. There is no significant relationship between locus of control and mental health of student teachers.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the study

The population of the present study is the student teachers of Virudhunagar district of Tamil Nadu.

Sample for the study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 student teachers from B.Ed colleges in Virudhunagar district of Tamil Nadu.

Tool

- Locus of control and mental health Scales were prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, Mean, Standard Deviation, and Correlation

Analysis of data

Objective 1

To find out the level of locus of control of student teachers.

Table 1.1 Level of Locus of Control of Student Teachers

| Low | | Moderate | | High | |
|-------|------|----------|------|-------|------|
| Count | % | Count | % | Count | % |
| 86 | 24.3 | 137 | 47.0 | 97 | 28.7 |

It is inferred from the above table that, 24.3% of student teachers have low, 47.0% of them have moderate and 28.7% of them have high level of locus of control of student teachers.

Objective 2

To find out the level of mental health of student teachers.

Table 1.1 Level of mental health of Student Teachers

| Low | | Moderate | | High | |
|-------|------|----------|------|-------|------|
| Count | % | Count | % | Count | % |
| 66 | 20.0 | 167 | 52.0 | 83 | 28.0 |

It is inferred from the above table that, 20% of student teachers have low, 52% of them have moderate and 28.0% of them have high level of mental health of student teachers.

Hypothesis 1

There is no significant difference between male and female student teachers in their locus of control.

Table 1.2 Difference between Male and Female Student Teachers in their Locus of Control

| Gender | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|--------|-----|----------|--------|----------------------|---------------------|
| Male | 123 | 100.1429 | 16.988 | 2.159 | S |
| Female | 177 | 126.2036 | 16.114 | | |

It is inferred from the above table that calculated 't' value (2.159) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher student teachers in their locus of control.

Hypothesis: 2

There is no significant relationship between locus of control and mental health of student teachers.

Table No: 1.4 Significant Relationship Between Locus of Control and Mental Health of Student Teachers

| Variables | N | df | Table value | 'r' Value | Remarks | Level |
|-----------------------------------|-----|-----|-------------|-----------|---------|--|
| locus of control VS mental health | 300 | 275 | 0.069 | 0.178 | S | A strong uphill (positive) linear relationship |

The above table 1.4 impels that calculated 'r' value is greater than the critical values of 0.069 at 0.05 level of significance. Hence, the null hypothesis is rejected and concluded that there is significant relationship between locus of control and mental health of student teachers.

Major Findings

1. The Majority 47% of student teachers have moderate level of locus of control. These findings reveal that the locus of control of student teachers in Virudhunagar district is moderate.

2. The Majority 52% of student teachers have moderate level of mental health. These findings reveal that the mental health of student teachers in Virudhunagar district is moderate.
3. There is significant relationship between locus of control and mental health of student teachers.

Interpretation

1. The finding of result reveals that there is significant difference between male and female student teachers in their Locus of Control. Female students' teachers (152.55) are better than male students' teacher (152.06) in their locus of control. This is may be due to fact that female have better locus control than male of student's teacher.
2. The finding of the study of results that concluded that there is significant relationship between locus of control and mental health of student teachers. A stronger and positive linear locus of control and mental health of student teachers. This is due to fact that locus of control increased automatically mental health is balanced of student teachers.

Recommendations of the study

1. In the light of the above findings of the study, the following recommendations are made. To develop the Scientific Aptitude of high school students; field trips/tours/exhibitions can be arranged periodically at state /national / international Levels.
2. Locus control and mental health and project method can be applied to improve the Locus control and mental health of high school students.
3. Special classes can be arranged periodically in the field of Psychology, guidance, counselling etc...
4. The school should create better environment for the students
5. Guidance and counselling social work services, yoga and meditation practices in high Schools can develop better Mental Health. 6. In addition to the above recommendation the high School teachers and the Government should provide harmonious environment in the schools for better Achievement in all subjects.

Suggestions for the Further Research

1. The study as confined only to Virudhunagar of Tamil Nadu state. The present study, therefore, cannot claim to have comprehensiveness. Conclusions may not be universally valid. It is therefore suggested that study may be conducted on more other districts, to establish the results fairly.
2. The present study could be undertaken at various geographical areas.
3. A similar study could be made of higher secondary Level and college Levels.
4. Psychological factors related to Achievement in Science of higher secondary.
5. Students and college students could be undertaken.
6. Sociological factors related to the Achievement in Science of higher secondary and college students could be undertaken.

Conclusion

The present study focuses on locus control, Mental Health of students teacher in Virudhunagar district Tamil Nadu. The findings of the present study reveal that Mental Health, and locus control. The finding of result reveals that there is significant difference between male and female student teachers in their Locus of Control. Female students' teachers are better than male students' teacher in their locus of control. The finding of result shows that there is significant difference between rural and urban student teachers in their locus of control. Rural students' teacher are better than urban students teacher in their locus of control. The finding of current study shows that there is significant difference between Tamil and English medium student teachers in their locus of control. English medium students' teacher are better than Tamil medium students teacher in their locus of control. The finding of study reveals that there is no significant difference between rural and urban student teachers in their mental health. So, if one wants to overcome the problem of all subject, they must consider the above independent variables. In addition to the above recommendations and suggestions, proper guidance and counselling is to be given to high

school students for better Achievement n Science for. The future generation of students must keep in mind that their valuable time, practice, involvement and dedicative work would contribute to national development.

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LIFE STRESS OF HIGHER SECONDARY STUDENTS IN RELATION TO VALUE PATTERN

¹ Dr. A.R. Anandha Krishnaveni² P. Uvariantoniammal**Abstract**

The focus of present study was to ascertain the influence of life stress of higher secondary students in relation to value pattern. Descriptive survey method was used to conduct the study. The sample comprises of 300 higher secondary students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of higher secondary students in their life stress is moderate in Virudhunagar district. The findings reveal that there is significant relation between life stress and value pattern of higher secondary students.

Keywords: Life Stress, Value Pattern, Descriptive, Significant, Survey Method.

Introduction

John Dewey regards education as the development of all those capacities in the individual, which will enable him to control his environment and fulfill his possibilities. In this fast changing scenario of education, the child is constantly facing the pressure of knowledge explosion, fast paced technology, pressure from peers, parental demands, and stiff competition. This was not so few years ago. Today the child has to handle many tasks. He can cope with the pressure of multi tasking provided the parents at home and the teachers in the school are caring and understanding. The role of teacher as a dispenser of knowledge only does not seem to be relevant today. Thus, the teacher's authoritative delivery of knowledge has to be supplemented by his spending more time in diagnosing the learner's needs, motivating and encouraging them and checking the knowledge acquired. The progress and prosperity of a country depends upon the quality education provided to its citizens. The quality of education depends upon various factors. The teacher is, however, the most important factor for quality improvement.

Significance of the Study

The Education Commission (1964-66) stated. "A serious defect in the school curriculum is the absence of provision for education in social, moral and spiritual values. In the life of the majority of Indians, religion is a great motivating force and is emotionally bound up with formation of character and the inculcation of ethical value. During the Higher Secondary level, they are in position to improve their frustration and their esteem to utmost extent. Emotional problem may be the feelings of insecurity feelings of Life stress failure to achieve the desired goal, and inability to satisfy the inner urges. The Life stress problem may be due to temptation and gratification. Those problems are leading to the emotional imbalance and affect personality development. So there arise important needs for improving the Value pattern status among higher secondary students. Thus a study of the Value pattern and Life stress may be considered to be of great importance. The investigator has selected the present study with he/she aim of knowing the "life stress of higher secondary students in relation to value Pattern".

Objectives of the Study

1. To find out the level of life stress of higher secondary students.
2. To find out the level of value Pattern of higher secondary students.

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Hypothesis

1. There is no significant difference between male and female higher secondary students in their Life Stress.
2. There is no significant relationship between Life Stress and Value Pattern of higher secondary students.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population of the present study is the higher secondary students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 higher secondary students from 10 higher secondary schools in Virudhunagar district.

Tool

- Life Stress and Value Pattern Scales prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of data

Objective 1

To find out the level of Life Stress of higher secondary students.

Table 1.1 Level of Life Stress of Higher Secondary Students

| Low | | Moderate | | High | |
|-------|------|----------|------|-------|------|
| Count | % | Count | % | Count | % |
| 113 | 37.7 | 140 | 46.7 | 47 | 15.7 |

It is inferred from the above table that 37.7% of higher secondary students have low, 46.7% of them have moderate and 15.7% of them have high level of life stress.

Objective 2

To find out the level of Value Pattern of higher secondary students.

Table 1.2 Level of Value Pattern of Higher Secondary Students

| Low | | Moderate | | High | |
|-------|------|----------|------|-------|------|
| Count | % | Count | % | Count | % |
| 136 | 45.3 | 86 | 28.7 | 78 | 26.0 |

It is inferred from the above table that 45.3% of higher secondary students have low, 28.7% of them have moderate and 26.0% of them have high level of value pattern.

Null Hypothesis: 1

There is no significant difference between male and female higher secondary students in their Life Stress.

Table 1.3 Difference Between Male and Female Higher Secondary Students in their Life Stress

| Gender | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|--------|-----|-------|-------|----------------------|---------------------|
| Male | 113 | 61.64 | 4.297 | 3.050 | S |
| Female | 187 | 63.07 | 3.735 | | |

It is inferred from the above table that calculated 't' value (3.050) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between male and female higher secondary students in their life stress.

Null Hypothesis 2

There is no significant relationship between Life Stress and Value Pattern of higher secondary students.

Table 1.4 Significant Relationship Between Life Stress and Value Pattern of Higher Secondary Students

| Life stress | | Value pattern | | ΣXY | Calculated 'r' value | Remarks |
|-------------|--------------|---------------|--------------|-------------|----------------------|---------|
| ΣX | ΣX^2 | ΣY | ΣY^2 | | | |
| 22778 | 518837284 | 18760 | 351937600 | 427315280 | 0.049 | NS |

It is inferred from the above table that the calculated 'r' value (0.049) is less than the table value (0.088) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between life stress and value pattern of higher secondary students.

Major Findings

1. The level of life stress of higher secondary students is moderate.
2. The level of value pattern of higher secondary students is low.
3. There is significant difference between male and female higher secondary students in their Life Stress.
4. There is no significant relationship between Life Stress and Value Pattern of higher secondary students.

Interpretation

The 't' test result shows that there is significant difference between male and female higher secondary students in their life stress. Female (63.07) have more life stress than male (61.64) in their life stress. This may be due to the fact that female students have more commitments, responsibilities and rare exposure.

Recommendations

1. Life stress of higher secondary students is found to be average which may be boosted through special talks, seminars and proper guidance programmes for the parents and teachers.
2. Students should motivate and give positive strokes to the students so that they may reduce life stress.

Suggestions of the Study

1. The present study has been limited to Virudhunagar district. It can be extended by increasing the size of the sample and covering several cities and District of Tamil Nadu.
2. The present study has been limited to the higher secondary students. The other higher secondary students can be considered in further researches.

3. In the present study only life stress and value pattern has been studied. In further studies study habits, personality traits, intelligence, behaviour pattern can be studied.

Conclusion

The present investigation points out positive correlation between life stress and value pattern. The study may find some usefulness in the field of modern education and may serve as a database for the future research. This knowledge would be of immense importance to the Teacher educators, educational planners and the Society at large. 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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**SOCIAL PERCEPTION OF HIGHER SECONDARY SCHOOL STUDENTS IN RELATION
TO ACHIEVEMENT IN ENGLISH**

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Abstract

The focus of present study was to ascertain the influence of social perception of higher secondary school students in relation to achievement in English. Descriptive survey method was used to conduct the study. The sample comprises of 300 higher secondary school students acquired from ten higher secondary schools in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of higher secondary students in their social perception is moderate in Virudhunagar district. The findings reveal that there is significant relation between social perception and achievement in English of higher secondary school students.

Keywords: Social Perception, Achievement, Descriptive, significant, Survey method.

Introduction

"The secret of good education consists in enabling the students to reuse what are his talents and aptitudes and in what manner and to what extent he can best develop them as to achieve proper social adjustment of employment". According to Gandhiji "Education is an all round drawing out of the best in the child and the man, body, mind and spirit". Education is a life long process. "Any modification brought about in the behaviour of an individual as a result of his interaction with the environment constituted as learning".

Evaluation of learning outcomes of the students by measuring their academic achievement has been in practice for a long time. On the basis of academic achievement, the appropriateness of the methods of imparting knowledge may be judged. In the present socio-economic and cultural context, academic achievement is of paramount importance and schools place great emphasis on it. Progress in future to a great extent depends upon the academic attainment of the students. At all school levels, there exist enormous differences in the academic attainment of students ranging from high to low. Academic achievement which means the proficiency of performance in a given subject or body of knowledge, helps in declaring the examinee successful or unsuccessful, choosing students for various professional and academic courses and selecting candidates for different jobs.

Significance of the Study

Achievement motivation is a main concept in the teaching -learning process. Without proper motivation the students cannot achieve the educational goal. Achievement motivation is considered as an important factor in academic achievement of the students. Achievement motivation is a combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goal which provides a sense of significance. This is the person's perception of himself in all possible respects. One's self-concept plays an important role in his behaviour, right fi-om childhood and influences not only goals he sets for himself but also the ways in which he goes about achieving goal. One's achievement is an important factor that helps to enhance his self-concept.

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Many of the personal goals are concerned with ways in which the individual can enhance or the product of his self-concept. Perception is a highly individualized psychological process that helps an organism in organizing and interpreting the complex patterns of sensory stimulation for giving them the necessary meaning to initiate his behavioural response. The Academic Achievement of higher secondary students will be normally high because they have attended 10* public examination. Even though most of the students have high level of academic achievement, some students are in low level in their academic achievement. And also the academic achievement is fulfilled by academic motivation, self-concept and social perception. Once the students have imbibed achievement motivation, self -concept and social perception, then their academic achievement will be much more praiseworthy. Because of the above mentioned facts, the investigator is strongly convinced that a study on achievement motivation, self-concept and social perception of higher secondary students in relation to their academic achievement is meaningful.

Objectives of the Study

1. To find out the level of social perception of higher secondary students.
2. To find out the level of academic achievement in English of higher secondary school students.

Hypothesis

1. There is no significant difference between first group and second group higher secondary students in their social perception.
2. There is no significant difference between first group and second group higher secondary students in their achievement in English.
3. There is no significant social perception and achievement in English of higher secondary students.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population of the present study is the higher secondary students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 250 higher secondary students from 10 higher secondary schools in Virudhunagar district.

Tool

- Social perception Scale prepared and validated by investigator and the guide.
- The achievement in English refers to the scores achieved in English by the higher secondary school students in English in the quarterly examination.

Statistical Techniques

Percentage, mean, standard deviation and correlation.

Analysis of Data

Objective: 1

To find out the level of social perception of higher secondary students.

Table 1.1 Level of Social Perception of Higher Secondary Students

| Low | | Moderate | | High | |
|-------|------|----------|------|-------|------|
| Count | % | Count | % | Count | % |
| 122 | 40.7 | 118 | 39.3 | 60 | 20.0 |

It is inferred from the above table that, 40.7% of higher secondary students have low, 39.3% of them have moderate and 20.0% of them have high level of social Perception.

Objective: 2

To find out the level of achievement in English of higher secondary students.

Table 1.2 Level of Achievement in English of Higher Secondary Students

| Low | | Moderate | | High | |
|-------|------|----------|------|-------|------|
| Count | % | Count | % | Count | % |
| 120 | 40.0 | 135 | 45.0 | 15.0 | 20.0 |

It is inferred from the above table that, 40.7% of higher secondary students have low, 39.3% of them have moderate and 20.0% of them have high level of achievement in English.

Null Hypothesis: 1

There is no significant difference between first group and second group higher secondary students in their social perception.

Table 1.3 Difference between First Group and Second Group Higher Secondary Students in their Social Perception

| Group | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|--------|-----|--------|--------|----------------------|---------------------|
| First | 168 | 26.887 | 5.4766 | 3.741 | S |
| Second | 132 | 24.136 | 7.2583 | | |

It is inferred from the above table that calculated 't' value (3.741) is greater than the table value (1.96) for df 2.48 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is no significant difference between first group and second group higher secondary students in their social perception.

Null Hypothesis: 2

There is no significant difference between first group and second group higher secondary students in their achievement in English.

Table 1.4 Difference between First Group and Second Group Higher Secondary Students in their Achievement in English

| Group | N | Mean | SD | Calculated 't' value | Remarks at 5% level |
|--------|-----|--------|---------|----------------------|---------------------|
| First | 168 | 66.345 | 12.8039 | 2.166 | S |
| Second | 132 | 63.311 | 10.9991 | | |

It is inferred from the above table that calculated 't' value (2.166) is greater than the table value (1.96) for df 2.48 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is no significant difference between first group and second group higher secondary students in their achievement in English.

Major Findings

1. The level of social perception of higher secondary students is low.
2. The level of achievement in English of higher secondary students is moderate.
3. There is significant difference between first group and second group higher secondary students in their social perception.
4. There is significant difference between first group and second group higher secondary students in their achievement in English.

Interpretation

1. The finding shows that there is significant difference between first group and second group higher secondary students in their social perception. First group students (26.88) are better than second group (24.13) students in their social perception.
2. The finding of the study shows that there is significant difference between first group and second group higher secondary students in their achievement in English. First group students (66.34) are better than second group (63.31) in their social perception.

Recommendations

1. This investigation indicates that hostellers are better than day scholars in academic achievement. The day scholars may be given extra coaching and provide conducive environment at home.
2. This study indicates that students studying in urban schools score low marks in academic performance. The students in urban area are exposed to many diversions and distractions. The parents to get their children involved in studies must provide care. The parents may provide emotional and moral support to children at home.
3. The present study reports that the level of academic achievement of students those who study in Government schools is high. This may be due to the reason that frequent inspection and supervision is followed in Government schools.

Suggestions of the Study

Researches scholars, interested in this area of professional commitment, may take up the following for further in investigation.

1. A study can be conducted by focusing social perception of students and their Achievement.
2. A study of Social perception of College students in relation to their Academic Achievement.
3. The study can be extended to the factors responsible for Social perception.
4. A study of factors responsible for Social perception of College students in relation to their Academic achievement."
5. This study can be extended as comparative study.

Conclusion

The main aim of education is to develop all round personality of the child to grow as a useful citizen of any society. Any development needs motivation, motivation leads to development of self-concept. If self-concept is improved there will be betterment in all the areas of life. So as the life of the students, if a student becomes a useful citizen needs motivation and self-concept. His achievement in academic activities makes him to be productive. If a person is socially productive then he will be a useful member of a society. If anyone to be socially productive and useful there is need for a right perception of a society, there by fulfils the above-mentioned aim of education. From the study the investigator has realized and proved that the three variables which have been explained above are very much needed for the students to achieve better.

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