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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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CONTENTS

RELATIONSHIP BETWEEN SELF CONCEPT AND SOCIAL ADJUSTMENT OF HIGH SCHOOL STUDENTS

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Abstract
This investigation was done to see if there is any significant relationship between self-concept and social adjustment ofhigh school students in virudhunagar district. The sample comprises of 300 high school students acquired from tenhigh schools in Virudhunagar district through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The findings reveal that there is no significant difference between male and female high school students in their self-concept.
Keywords: *self-concept, social adjustment, high school students descriptive, survey method and SPSS.*

Introduction

Self concept skills are how you can recognize a challenge and generate solutions to rectify it. When you identify a problem, you may automatically begin brainstorming various solutions you can apply to the circumstance. Then, you can analyze each of them and experiment with different options until you find the best one to implement. These abilities may decrease your time spent thinking about an issue, saving time and enhancing productivity. *Self concept ability is one important and essential skill for every individual to be successful in education, career and personal life.*

Social adjustments are your ability to approach a situation with swift problem-solving and innovation. Often, you can generate a solution to a challenge quickly and easily. As you are thinking of a solution, you may brainstorm, collaborate and analyse the situation with others. This helps you gather the facts and find an idea that may improve the circumstances. If you are a creative thinker, you might be more likely to experiment with different ideas and solutions until you find the right fit.

Additionally, you may identify patterns that seem unlikely or less obvious to others. The ability to analyze allows you to reflect on how your solution affected the situation. It can also help you think about how to do better or what to do differently next time. This skill can also help you find logical and helpful decisions in the brainstorming stage of creative thinking. Another way to enhance your existing skills and develop new ones is by seeking learning opportunities. This can mean going back to university and earning another degree. You can also do education courses at home on your own time, such as pursuing a certification or independent learning. You can find certification courses online or enroll in a local university. Independent learning is also an effective way to study because you can go at your own pace and focus on the areas you have the most interest in advancing.

Significance of the Study

Significance has been considered to be very rare phenomenon blessed which divine inspiration that can be observed only in a few outstanding people. To face and overcome these we need creative minds. There are individual differences of mankind. Creativity is a function of knowledge, imagination and evaluation

which comes in to play in different ways in different situation. It is thus a part of the expanding function of human nature. It sensitizes our problem deficiencies, gaps in knowledge, besides identifying difficulties, and finding solutions. Creative self concept requires a searching, combining, synthetic mind. Experiments have shown that individuals trained to think creatively can do a much better performance, in producing new ideas, etc.; From this point of view there is a need to lay more emphasis on identifying, preserving and nurturing creativity of the high school students so as to make them aware of the significance of development of creativity of their children for the development of our nation. *It also helps an individual to solve a problem or achieve a goal. In this connection, the researcher made an attempt to 'A study on self-concept and social adjustment of high school students in Viruthunagar District'.*

Objectives of the Study

1. To find out the level of Self-concept of high school students.
2. To find out the level of Social adjustment of high school students.

Null Hypothesis

1. There is no significant difference between male and female high school students in their self-concept.
2. There is no significant difference between male and female high school students in their social adjustment.
3. There is no significant relation between social adjustment and self-concept of high school students.

Delimitations

1. The investigation is limited to high school students of Virdhunagar district only.
2. The present study has been confined with a sample of 300 high school students from 10 schools only.

Methodology

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

Population for the Study

The population for the present study is the high school students of Virudhunagar District.

Sample for the Study

The sample consists of 300 high school students studying in Virudhunagar District. 10 schools are selected randomly of the high school students in Virdhunagar District.

Tool

(i) Self-concept scale prepared and validated by guide and investigator.
(ii) Social adjustment scale prepared and validated by guide and investigator.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of data

Objective: 1

To find out the level of Self-concept of high school students.

Table 1 Level of Self-Concept of High School 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 high school students have low, 28.7% of them have moderate and 26.0% of them have high level of self-concept.

Objective: 2

To find out the level of Social adjustment of high school students.

Table 2 Level of Social Adjustment of High School 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 high school students have low, 46.7% of them have moderate and 15.7% of them have high level of social adjustment.

Null Hypothesis: 1

There is no significant difference between male and female high school students in their Self-concept.

Table 3 Difference between Male and Female High School Students in their Self-Concept

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	113	76.044	11.37	0.139	**NS**
Female	187	75.855	11.437		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (0.139) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female high school students in their self-concept.

Null Hypothesis: 2

There is no significant difference between male and female high school students in their Social adjustment.

Table 4 Difference between Male and Female High School Students in their Social Adjustment

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		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

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 high school students in their social adjustment.

Null Hypothesis: 3

There is no significant relationship between Social adjustment and Self-concept of high school students.

Table 5 Significant Relationship between Social Adjustment and Self-Concept of High School Students

Social adjustment		Self-concept		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
22778	518837284	18760	351937600	427315280	0.049	**NS**

(Table value of 'r' is 0.113, NS –Not Significant)

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 social adjustment and self-concept of high school students.

Major Findings

Descriptive Analysis

1. 45.3% of high school students have low, 28.7% of them have moderate and 26.0% of them have high level of high school students in their self-concept.
2. 37.7% of prospective teacher have low, 46.7% of them have moderate and 15.7% of them have high level of high school students in their social adjustment.

Inferential Analysis

1. There is no significant difference between male and female high school students in their self-concept.
2. There is a significant difference between male and female high school students in their social adjustment
3. There is no significant relationship between social adjustment and self-concept of high school students.

Interpretation

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

Suggestions of the Study

The following are the suggestions for further research studies.

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 high school students. The other high school students can be considered in further researches.
3. In the present study only social adjustment and self-concept has been studied. In further studies study habits, personality traits, intelligence, behaviour pattern can be studied.

Recommendations of the Study

1. Social adjustment of high school 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 social adjustment.
3. Provision should be made to arrange personality development programmes to enhance self-concept.

Conclusion

The present investigation points out positive correlation between social adjustment and self-concept. 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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RELATIONSHIP BETWEEN MULTIPLE INTELLIGENCE AND ACHIEVEMENT IN COMPUTER SCIENCE OF THE HIGHER SECONDARY STUDENTS

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Abstract
The present study is entitled as "Relationship between Multiple Intelligence and Achievement in Computer science of the Higher Secondary Students". The values present a human being is a constitution of Multiple Intelligence. The Multiple Intelligences dimensions are Verbal-Linguistic, Logical Mathematical, Visual Spatial, Bodily Kinesthetic, Musical Rhythmic, Interpersonal, Intrapersonal and Naturalistic. They tell us to The holistic development of a human being, child or adult depends on the development of all the Multiple Intelligence. The purpose of the present study was to find out the Multiple Intelligence and Achievement in Computer science of higher secondary school students. The research type was a survey method, which consists of purposive sampling of 300 higher secondary school students in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and 't'-test. The findings reveal that there is a significant difference between male and female higher secondary students in their achievement in Computer science.
Keywords: *multiple intelligence, achievement in computer science, higher secondary students, descriptive, survey method and SPSS.*

Introduction

The term 'Intelligence' is derived from a Latin word, framed by **Cicero** to translate a Greek word used by **Aristotle** to include all cognitive capacity was called 'Intelligence' and it was thought to be in herited, innate and general in nature **(Girishbala Mohanty, 1986)**. **Gardner (1983)** believes that there is no general Intelligence rather multiple, distinct Intelligences. He claims that all human beings have Multiple Intelligence. This Multiple Intelligence can be nurtured and strengthened or ignored and weakened. Achievement is the end product of all educational endeavours. In the opinion of Bach, the whole system of education is centered on academic achievement of students. The factors which facilitate and retard achievement in students have been studied by many educational researchers.

Computer science, the queen of the languages, is being used by the largest number of people spread over every nook and corner of the world. Computer science is not only a national language of England, but it is also an international language. It is language of world civilization. It acts as a Lingua Franca. It is use in most countries as native language and second language. It functions as a key to open the doors of the treasure-house of knowledge. A person well versed in Computer science get ample opportunities all around the world.

At the Higher Secondary stage of general education, courses are diversified as to enable the pupils to study a group of any three subjects in depth with freedom in grouping of subjects. To ensure the balanced development of the adolescents' total personality, the curriculum provides half the time to electives, one-

fourth of the time to language and one-fourth to physical education, arts and crafts, moral and spiritual education.

Significance of the Study

Computer science has been accepted as an international language used throughout the world for various reasons, including academic and professional purposes. Today's job market reinforces the importance of communication competency. Academic excellence of an individual greatly depends on competence in communication of ideas and thoughts both oral and written. Though teaching is an effective communication involves an interaction in which information, ideas, knowledge, skills and feelings are shared to one another aiming to make a change in behaviour through spoken, written or non-verbal language. In this context, no one can deny that effective teaching is the outcome of delivery of the content orally. Oral communication in the classroom is at the heart of teaching and learning. Today, Computer science language, the lingua franca of the world, is not only the language of communication; it is also a tool for learning also. Obviously, ability to communicate orally in the target language is in evitable. Teachers are key change agents in the classroom. Effective performance of a teacher depends on his own personal effectiveness, his technical competence, his managerial experience etc. Kothari Commission (1964-68) emphasized in its report that the teachers are having crucial role to play in the educational system. To achieve all this, teachers need to put up effective oral communication competency in Computer science. Then only they can successful academically and professionally. With this background the investigator coined the entitled on **"Relationship between Multiple Intelligence and Achievement in Computer science of the Higher Secondary Students".**

Objectives of the Study

1. To find out the level of Multiple Intelligence and its dimensions of higher secondary students.
2. To find out the level of achievement in Computer science of higher secondary students.

Null Hypothesis

1. There is no significance difference in Multiple Intelligence and its dimensions of higher secondary students with respect to gender
2. There is no significance difference in achievement in Computer science of higher secondary students with respect to gender.
3. There is no significant relationship between Multiple Intelligence and achievement in Computer science of higher secondary students.

Delimitations

1. The study deals with XI and XII standard students studying in Higher Secondary schools in Srivilliputhur Taluk.
2. The students from Government, Government Aided and Self finance schools have been taken as the sample for the present study.

Methodology

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

Population for the Study

The population for the present study is the higher secondary students of Virudhunagar District.

Sample for the Study

The investigator has used random sampling technique 300 higher secondary students have been selected from the higher secondary schools located in Virudhunagar district.

Tool

(i) Multiple Intelligence Inventory developed by **Howard Gardner (1983)**

(ii) Achievement in Computer science Computer science refers to the scores achieved in Computer science by the higher secondary school students in Computer science language in the quarterly examination.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of Data

Objective: 1

To find out the level of Multiple Intelligence and its dimensions of higher secondary students.

Table 1 Level of Multiple Intelligence and its Dimensions of Higher Secondary Students

Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Verbal Linguistic intelligence	57	24.6	117	50.4	58	25.0
Logical Mathematical intelligence	40	17.2	132	56.9	60	25.9
Visual Spatial intelligence	44	19.0	118	50.9	70	30.2
Bodily Kinesthetic intelligence	43	18.5	131	56.5	58	25.0
Musical Rhythmic intelligence	55	23.8	122	52.8	54	23.4
Intrapersonal intelligence	53	22.8	122	52.6	57	24.6
Interpersonal intelligence	54	23.3	114	49.1	64	27.6
Naturalistic Intelligence.	49	21.1	131	56.5	52	22.4
Multiple intelligence (total)	31	13.4	158	68.1	43	18.5

It is inferred from the above table that 24.6% of higher secondary students have low level, 50.4% of them have moderate level and 25.0% of higher secondary students have high level Verbal Linguistic intelligence.

The above table reveals that 17.2% of higher secondary students have low level, 56.9% of them have moderate level, and 25.9% of them have high level Logical Mathematical intelligence.

It is observed from the table that 19.0% of higher secondary students have low level, 50.9% of them have moderate level and 30.2% of higher secondary students have high level of Visual Spatial intelligence

The table reveals that 18.5% of higher secondary students have low level, 56.5% of them have moderate level, and 25.0% of them have high level of Bodily Kinesthetic intelligence.

The table reveals that 23.8% of higher secondary students have low level, 52.8% of them have moderate level, and 23.4% of them have high level Musical Rhythmic intelligence.

The table reveals that 22.8% of higher secondary students have low level, 52.6% of them have moderate level, and 24.6% of them have high level Intrapersonal intelligence.

The table reveals that 23.3% of higher secondary students have low level, 49.1% of them have moderate level, and 27.6% of them have high level of Interpersonal intelligence.

The table reveals that 21.1% of higher secondary students have low level, 56.5% of them have moderate level, and 22.4% of them have high level of Naturalistic Intelligence.

The table reveals that 13.4% of higher secondary students have low level, 68.1% of them have moderate level, and 18.5% of them have high level of Multiple intelligence.

Objective: 2

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

Table 2 Level of Achievement in Computer Science 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 Computer science.

Null Hypothesis: 1

There is no significant difference in multiple intelligence and its dimensions of higher secondary students with respect to gender.

Table 3 Significant Difference in Multiple Intelligence and its Dimensions of Higher Secondary Students with Respect to Gender

Dimensions	Male N=171		Female N=129		Calculated 't' value	Remarks at 5% level
	Mean	S.D	Mean	S.D		
Verbal Linguistic Intelligence	39.0584	5.97884	39.0737	6.15620	0.019	**NS**
Logical Mathematical Intelligence	39.1022	5.54830	39.8632	6.09431	0.986	**NS**
Visual Spatial Intelligence	39.6861	5.82685	40.0947	6.18177	0.512	**NS**
Bodily Kinesthetic Intelligence	39.3431	5.83403	39.2842	5.95848	0.075	**NS**
Musical Rhythmic Intelligence	39.1471	5.94484	39.1263	5.98090	0.026	**NS**
Intrapersonal Intelligence	39.2482	5.83194	39.4737	6.16414	0.283	**NS**
Interpersonal Intelligence	38.8613	5.73070	39.0737	5.96308	0. 273	**NS**
Naturalistic Intelligence	39.8467	5.91221	39.9895	5.93492	0.181	**NS**
Multiple intelligence (total)	3.1401E2	18.79318	3.1598E2	14.21265	0.865	**NS**

(At 5% level of significance, the table value of 't' is 1.98)

It is inferred from the above table that the calculated value are (0.019, 0.98, 0.512, 0.512 0.026, 0.283, 0. 273, 0.181 and 0.865) lesser than the table value for df (230) at 5% level of significance. Hence the null hypothesis accepted. It shows that there is no significant difference in multiple intelligence and its dimensions of higher secondary students with respect to gender.

Null Hypothesis: 2

There is no significant difference between male and female higher secondary students in their achievement in Computer science.

Table 4 Difference between Male and Female Students' Teachers in their Achievement in Computer Science

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	143	62.329	11.5343	3.736	**S**
Female	157	67.452	12.1557		

(At 5% level of significance, for df 248, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (3.736) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is a significant difference between male and female higher secondary students in their achievement in Computer science.

Null Hypothesis: 3

There is no significant relationship between multiple intelligence and achievement in Computer science of higher secondary students.

Table 5 Relationship between Multiple Intelligence and Achievement in Computer Science of Higher Secondary Students

Adjustments Behaviour		Parental caring		ΣXY	Calculated 'r' value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
7703	59336209	19503	380367009	150231609	0.098	**NS**

(Table value of 'r' is 0.113, NS – Not Significant)

It is inferred from the above table that the calculated 'r' value (0.098) is less than the table value (0.113) at 0.05 level of significance. Hence the null hypothesis is accepted. This shows that there is no significant relationship between multiple intelligence and achievement in Computer science of higher secondary students.

Major Findings

Descriptive Analysis

1. 13.4% of higher secondary students have low level, 68.1% of them have moderate level, and 18.5% of them have high level of Multiple intelligence (Total).
2. 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 Computer science.

Inferential Analysis

1. There is no significant difference in multiple intelligence and its dimensions of higher secondary students with respect to gender.
2. There is a significant difference between male and female higher secondary students in their achievement in Computer science.
3. There is no significant relationship between multiple intelligence and achievement in Computer science of higher secondary students.

Interpretation

The finding concludes that there is significant difference between male and female higher secondary students in their achievement in Computer science. Female students (67.45) are better than male students (62.23) in their Computer science learning.

Suggestions of the Study

The following are the suggestions for further research studies.

1. The present study is limited to Srivilliputhur Taluk. Similarly study should also be done in other Taluks or District level.
2. A study on relationship between Multiple Intelligence and Achievement of Higher Secondary Girls students.
3. AstudyonrelationshipbetweenMultipleIntelligenceandAchievementamong college students.

Recommendations of the Study

1. Computer science medium students should allow to pay attention to the different verbal styles (dialects, slang expressions, intonations and vocabularies) of different people meet.
2. Teach an illiterate person to read through a voluntary organisation
3. The students should keep a daily diary or write 250 words a day about anything on mind.

Conclusion

The main aim of education is to develop all round multiple intelligence of the child to grow as a useful citizen of any society. Any development needs motivation, motivation leads to development of multiple intelligence. If multiple intelligenceis 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 multiple intelligence. 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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FAILURE TOLERANCE AND ACADEMIC ACHIEVEMENT IN ENGLISH OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract
The focus of present study was to ascertain the influence of correlation between failure tolerance and academic achievement in English of higher secondary school students. Descriptive survey method was used to conduct the study. The sample comprises of 300 higher secondary school students acquired from ten higher secondary school in Srivilliputhur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS software. The level of failure tolerance of higher secondary school students is moderate in Virudhunagar district. The findings reveal that there is significant relationship between failure tolerance and academic achievement in English of higher secondary students.
Keywords: *failure tolerance, academic achievement in english, survey method, SPSS software*

Introduction

Education is one of the basic needs of human beings. Education has the capacity for bringing about change. Education is one of the most important building blocks for a nation as it serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Education is a process of development from birth to death. Education refines sensitivities and perception that contribute to individual growth and development, social cohesion and national spirit. Education hence, as a system becomes a potent instrument for achievement of society's goals. Modern educationists may answer to education as an essential requirement for social justice and equity. Jurists may find its answer in the constitutional commitments and also in the judgments delivered by the courts in different cases. Psychologists may consider it is an important tool to bring an effective chance in the behavior pattern of the pupils; economists may hope prosperity and economic well being of the general public. Others may treat it as a step for further education. However, all have advocated the need of education for all.

Significance of the Study

Failure tolerance is a main concept in the teaching - learning process. Without proper motivation the students cannot achieve the educational goal. Failure tolerance is considered as an important factor in failure tolerance of the students. Failure tolerance is a combination of psychological forces which initiate, direct and sustain behaviour towards successful attainment of some goal which provides a sense of significance. The goal of an individual is influenced by the attitudes he has towards himself Self-attitudes are regarded as a part of a person's self-concept. Even though most of the students have high level of failure tolerance, some students are in low level in their failure tolerance. And also the failure tolerance is fulfilled by academic motivation. Once the students have imbibed failure tolerance, self-concept and social perception, then their failure tolerance will be much more praiseworthy. Because of the above mentioned facts, the investigator is

strongly convinced that a study on failure tolerance of higher secondary students in relation to their failure tolerance is meaningful.

Objectives of the Study

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

Hypothesis of the Study

1. There is no significant difference between rural and urban higher secondary school students in their failure tolerance.
2. There is no significant difference between rural and urban higher secondary school students in their academic achievement in English.
3. There is no significant relationship between failure tolerance and academic achievement in English of higher secondary school 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 students from ten higher secondary schools of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Tool

- Failure tolerance questionnaire prepared and validated by investigator and guide
- Academic achievement in English of the students is assessed by the marks obtained by them in the Half-yearly examinations in English subject.

Statistical Techniques

Percentage, Mean and Standard Deviation.

Analysis of Data

Objective: 1

To find out the level of Failure tolerance of higher secondary students.

Table 1 Level of Failure tolerance of Higher Secondary Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
76	25.3	147	49.0	77	25.7

The above table shows that, 25.3% of prospective teacher have low, 49.0% of them have moderate and 25.7% of them have high level of Failure tolerance of higher secondary students.

Objective: 2

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

Table 2 Level of Academic achievement in English of Higher Secondary Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
132	44.0	129	43.0	39	13.0

The above table shows that, 25.3% of prospective teacher have low, 49.0% of them have moderate and 25.7% of them have high level of academic achievement in English of higher secondary students.

Null Hypothesis: 1

There is no significant difference between rural and urban higher secondary school students in their failure tolerance.

Table 3 Difference between Rural and Urban Higher Secondary School Students in their Failure Tolerance

Locality	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Rural	167	117.323	17.192	4.553	**S**
Urban	133	108.736	14.9224		

It is inferred from the above table that calculated 't' value (4.553) 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 rural and urban higher secondary school students in their failure tolerance.

Null Hypothesis: 2

There is no significant difference between rural and urban higher secondary school students in their academic achievement in English

Table 4 Difference between Rural and Urban Higher Secondary School Students in their Academic Achievement in English

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	167	78.623	5.6703	3.609	**S**
Urban	133	75.376	9.7379		

It is inferred from the above table that calculated 't' value (3.609) 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 rural and urban higher secondary school students in their academic achievement in English

Null Hypothesis: 3

There is no significant relationship between failure tolerance and academic achievement in English of higher secondary students.

Table 5 Significant Relationship between Failure Tolerance and Achievement in English of Higher Secondary Students

Variables	N	df	Table Value	'r' Value	Remarks	Level
Failure tolerance VS Academic achievement in English	300	298	0.064	0.188	**S**	A strong uphill (positive) linear relationship

The above Table 5 impels that calculated 'r' value is greater than the critical values of 0.064 at 0.05 level of significance. Hence, the null hypothesis is rejected. There is significant relationship between failure tolerance and academic achievement in English of higher secondary students. A stronger and positive linear failure tolerance and academic achievement in English of higher secondary students.

Finding of the Study

- The level of study skills of higher secondary students. is moderate.
- The level of academic achievement in English of higher secondary students. is moderate.
- There is significant difference between rural and urban higher secondary school students in their failure tolerance.
- There is significant difference between rural and urban higher secondary school students in their academic achievement in English.
- There is significant relationship between failure tolerance and Academic achievement in English of higher secondary students.

Interpretation

1. The finding of the study of results shows that there is significant difference between rural and urban higher secondary school students in their failure tolerance. Rural students better than urban in their failure tolerance. This is may be due to fact that rural students have more confidence, patient, courage etc.
2. The finding of the study of results that concluded that there is significant relationship between failure tolerance and academic achievement in English of higher secondary students. A stronger and positive linear failure tolerance and academic achievement in English of higher secondary students. This is due to fact that failure tolerance increased automatically academic achievement in English increased.

Recommendations

1. The students in Virdhunagar district should be given proper attention and care by their parents. And the parents should avoid any distraction like chatting & browsing unnecessarily
2. This investigation indicates that hostellers are better than day scholars in failure tolerance. The day scholars may be given extra coaching and provide conducive environment at home.
3. The study reveals that students studying in English medium have scored very low in failure tolerance. The parents and teachers teach them the reality of life and the importance of failure tolerance.

Suggestions for the Study

1. This study can be extended to the Arts and Science college students. E.g "A study of Failure tolerance, Self-concept and Social perception of college students in relation to their Failure tolerance"
2. This study can be extended to the Tribal community students. E.g "A study of Failure tolerance, Self concept and Social perception of students of Tribal community."
3. The study can be conducted throughout Tamil Nadu. E.g "A study of Failure tolerance. Self-concept and Social perception of College students in relation to their Achievement in Tamil Nadu."

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 an 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 an 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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THINKING SKILL OF PROSPECTIVE TEACHERS IN VIRUTHUNAGAR DISTRICT

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Abstract
This investigation was done to see if there is any significant in Thinking skill of Prospective teachers. The sample comprises of 300 prospective teachers students acquired from ten Prospective teachers 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 difference between male and female prospective teachers students in their Thinking skill.
Keywords: *thinking skill, prospective teachers descriptive, survey method and SPSS.*

Introduction

Thinking skills are how you can recognize a challenge and generate solutions to rectify it. When you identify a problem, you may automatically begin brainstorming various solutions you can apply to the circumstance. Then, you can analyze each of them and experiment with different options until you find the best one to implement. These abilities may decrease your time spent thinking about an issue, saving time and enhancing productivity. *Thinking skill is one important and essential skill for every individual to be successful in education, career and personal life.*

Significance of the Study

Thinking skills are how you can recognize a challenge and generate solutions to rectify it. When you identify a problem, you may automatically begin brainstorming various solutions you can apply to the circumstance. Then, you can analyze each of them and experiment with different options until you find the best one to implement. These abilities may decrease your time spent thinking about an issue, saving time and enhancing productivity. *Thinking skill is one important and essential skill for every individual to be successful in education, career and personal life.* Significance has been considered to be very rare phenomenon blessed which divine inspiration that can be observed only in a few outstanding people. To face and overcome these we need creative minds. There are individual differences among mankind. Problem solving is a function of knowledge, imagination and evaluation which comes in to play in different ways in different situation. It is thus a part of the expanding function of human nature. It sensitizes our problem deficiencies, gaps in knowledge, besides identifying difficulties, and finding solutions. Problem solving requires a searching, combining, synthetic mind. Experiments have shown that individuals trained to think creatively can do a much better performance, in producing new ideas, etc.; From this point of view there is a need to lay more emphasis on identifying, preserving and nurturing problem among Prospective teachers so as to make them aware of the significance of development of creativity among their children for the development of our nation. *It also helps an individual to solve a problem or achieve a goal. In this connection, the researcher made an attempt to* ***'Thinking skill of Prospective teachers in Viruthunagar District'.***

Objectives of the Study

1. To find out the level of Thinking skill of prospective teachers students.
2. To find out the level of Thinking skill of Prospective teachers with reference to gender

Null Hypothesis

1. There is no significant difference between male and female prospective teachers students in their thinking skill.
2. There is no significant difference between days scholar and hosteller Prospective teachers in their Thinking skill.

Delimitations

1. The investigation is limited to prospective teachers students of Virdhunagar district only.
2. The present study has been confined with a sample of 300 prospective teachers students from 10 schools only.

Methodology

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

Population for the Study

The population for the present study is the prospective teachers students of Virudhunagar District.

Sample for the Study

The sample consists of 300 prospective teachers studying in Virudhunagar District. 10 colleges of education are selected randomly among the prospective teachers in Virdhunagar District.

Tool

Thinking skill scale prepared and validated by guide and investigator.

Statistical Techniques

Percentage, Mean, standard Deviation, ‘t’ test and correlation.

Analysis of Data

Objective: 1

To find out the level of Thinking skill of prospective teachers students.

Table 1 Level of Thinking Skill of Prospective Teachers 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 prospective teachers students have low, 28.7% of them have moderate and 26.0% of them have high level of Thinking skill.

Objective: 2

To find out the level of Thinking skill of Prospective teachers with reference to gender

Table 2 Level of Thinking Skill of Prospective Teachers with Reference to Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	50	44.2	32	28.3	31	9.7
Female	86	46.0	94	50.3	36	19.3

It is inferred from the above table that 44.2% of the male Prospective teachers have low, 28.36% of them have moderate and 9.7% of them have high level of Thinking skill. 46.0 % of the female Prospective teachers have low, 50.3% of them have moderate and 19.3% of them have high level of Thinking skill.

Null Hypothesis: 1

There is no significant difference between male and female Prospective teachers in their Thinking skill.

Table 3 Difference between Male and Female Prospective Teachers in their Thinking Skill

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	113	76.044	11.37	0.139	**NS**
Female	187	75.855	11.437		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (0.139) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female Prospective teachers in their Thinking skill.

Null Hypothesis: 2

There is no significant difference between days scholar and hosteller Prospective teachers in their Thinking skill.

Table 4 Difference between Days Scholar AND Hosteller Prospective Teachers in their Thinking Skill

Residence	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Days scholar	123	76.4390	11.16	0.649	**NS**
Hosteller	177	75.5706	11.57		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (0.649) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between days scholar and hosteller Prospective teachers in their Thinking skill.

Null Hypothesis: 3

There is no significant difference between rural and urban Prospective teachers in their Thinking skill.

Table 5 Difference between Rural and Urban Prospective Teachers in their Thinking Skill

Locality	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Rural	174	76.5115	11.39	1.045	**S**
Urban	126	75.1190	11.38		

(At 5% level of significance, for df 298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (1.045) 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 no significant difference between rural and urban Prospective teachers in their Thinking skill.

Major Findings

Descriptive Analysis

1. 45.3% of Prospective teachers have low, 28.7% of them have moderate and 26.0% of them have high level of Prospective teachers in their Thinking skill.
2. 44.2% of the male Prospective teachers have low, 28.36% of them have moderate and 9.7% of them have high level of Thinking skill. 46.0 % of the female Prospective teachers have low, 50.3% of them have moderate and 19.3% of them have high level of Thinking skill.
3. 24.0% of hosteller Prospective teachers have low, 53.3% of them have moderate and 22.7% of them have high level of Thinking skill. 26.3 % of hosteller Prospective teachers have low, 54.5 % of them have moderate and 19.2% of them have high level of Thinking skill.

Inferential Analysis

1. There is no significant difference between male and female Prospective teachers in their Thinking skill.
2. There is no significant difference between days scholar and hosteller Prospective teachers in their Thinking skill.
3. There is a significant difference between rural and urban Prospective teachers in their Thinking skill.

Interpretation

The 't' test result shows that there is significant difference between rural and urban Prospective teachers in their Thinking skill. Rural students (63.48) have more creativity thinking skill than urban (61.23) Prospective teachers in their creativity thinking skill. This may be due to the fact that rural students have very inadequate facilities, very low infrastructure and exposure.

Suggestions of the Study

The following are the suggestions for further research studies.

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 prospective teachers students. The other prospective teachers students can be considered in further researches.
3. In the present study only creativity thinking skill and Thinking skill has been studied. In further studies study habits, personality traits, intelligence, behaviour pattern can be studied.

Recommendations of the Study

1. Creativity thinking skill of prospective teachers 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 creativity thinking skill.
3. Provision should be made to arrange personality development programmes to enhance Thinking skill.

Conclusion

The present investigation points out positive correlation between creativity thinking skill and Thinking skill. 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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ATTITUDE TOWARDS MENTAL WELL-BEING AMONG PROSPECTIVE TEACHERS

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Abstract
This investigation was done to see if there is any significant difference in attitude towards mental well-being among prospective teachers. The sample comprises of 300 students acquired from ten high and higher secondary schools in Srivlilpiuttur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS. The discoveries of the reveal that there a significant difference in attitude towards mental well-being among prospective teachers.
Keywords: *mental well-being, prospective teachers, simple random sampling technique and SPSS software.*

Introduction

Attitudes are acquired in several basic ways. Sometimes attitudes come from direct contact (personal experience) with the object of the attitude- such as opposing pollution when a nearby factory ruins our favorite river. Attitudes are also learned through interaction with others that is through discussion with people holding a particular attitude. Many of our attitudes are influenced by group membership. In most groups pressures to conform shape our attitudes, just as they do our behavior. Child rearing (the effects of parental values, beliefs and practices) also affects attitudes.

Mental well-being has been man's greatest ally since the dawn of civilization. It has created innumerable pathways to progress that have taken man from primitive life to the doorstep of advancement. The great achievements of mental well-being have made the present-day world glorified to the extent that it has transformed the present civilization into scientific civilization. Life today is impossible without mental well-being. The role of mental well-being is of utmost importance in raising the level of country from developing to advance one. All doors of economic growth and development pass through the gateway of scientific advancement.

Colleges of education is an institution which provides all or part of prospective teachers education. Other terms such as "colleges of education" are used in different nations or regions. The phrase "teacher training institution" often forms part of the name of the related institution.

Need and Significance of the Study

Competitions play an important role in the development of right attitude of students towards a particular subject. Similarly, can be the case of mental well-being Olympiad which can also bring about a change in attitude towards mental well-being of students which can ultimately lead to improvement in academic achievement of students. In the present scenario the parents are more conscious regarding the performance of children in school related activities because of the increasing pressure of cut throat competition in society in various fields, so role of parents to motivate the children to take up various competitions for preparing them in various walks of life cannot be sidelined. In the present study review of literature is done to find the links between academic achievement, attitude towards mental

well-being and parental involvement on one hand and also the missing links between the same on the other hand. Review of literature was done with the above said variables with various angles to have a thorough knowledge of these variables.

Study of is helpful in learning most of the school subjects as it is believed to "the art of all art and mental well-being of all mental well-being". Today the life has been more complicated, so that we need more Mental well-being to understand and adjust to the demand of life. Day by day this demand is going to be increased. Mental well-being helps the students try to analyze problem, develop the habits of systematic thinking and objective reasoning. It helps the students to develop heuristic attitude and try to discover the facts or solution to the problems with their own independent efforts. It helps the students to understand and appreciate logical, critical and independent thinking of others.

It becomes crystal clear from the above discussion that Mental well-being is a life blood of all activities going inside a school. The investigator bears all these things in mind, and interested to assess the attitude of the prospective teachers towards mental well-being. The present study will throw light on the following aspect. Findings and suggestions of this study will help the teacher to inculcate positive attitude towards mental well-being among prospective teachers. Hence, thepresent study is taken up. Hence the investigator is intended to do research on 'Attitude towards mental well-being among prospective teachers'.

Objectives

1. To find out the level of attitude towards mental well-being among prospective teachers with respect to type of family.
2. To find out the level of attitude towards mental well-being among prospective teachers with respect to location of school.

Null Hypotheses

1. There is no significant difference in attitude towards mental well-being among prospective teachers with respect to type of family.
2. There is no significant difference in attitude towards mental well-being among prospective teachers with respect to location of school.

Delimitations of the Study

1. The study was delimited to Srivilliputtur Taluk of Virudhunagar District.
2. The study has been confined to the colleges of education studying in B.Ed I and II year only.

Population of the Study

The population of the present study is the prospective teachers studying in B.Ed I and II year in colleges of education in Viruthunagar district.

Sample for the Study

The investigator has selected 300 prospective teachers studying in B.Ed I and II year from colleges of education from the population. For selecting the prospective teachers, the investigator used simple random sampling method.

Tools used for Present Study

Mental well-being Scale prepared and validated bythe investigator and guide (2023).

Statistical Techniques Used

The statistical measures have used tin this study: Percentage analysis Mean, SD and 't' test.

Analysis of Data

Objective: 1

To find out the level of attitude towards mental well-being among prospective teachers with respect to type of family.

Table 1 Level of Attitude Towards Mental Well-Being Among Prospective Teachers with Respect to Type of Family

Type of Family	Low		Moderate		High	
	No.	%	No.	%	No.	%
Nuclear	50	20.6	145	59.7	48	19.8
Joint	8	14.0	38	66.7	11	19.3

The above table shows that, 20.6% of prospective teachers who are coming from nuclear family have low, 59.7% of them have moderate and 19.8% of them have high level of mental well-being. 14.0% of prospective teachers who are coming from the joint family have low, 66.7 % of them have moderate and 19.3% of them have high level of mental well-being.

Objective: 2

To find out the level of attitude towards mental well-being among prospective teachers with respect to location of school.

Table 2 Level of Attitude Towards Mental Well-Being Among Prospective Teachers with Respect to Location of School

Locality of School	Low		Moderate		High	
	No.	%	No.	%	No.	%
Rural	10	14.9	44	65.7	13	19.4
Urban	48	20.6	139	59.7	46	19.7

The above table shows that, 14.9% of the rural prospective teachers have low, 65.7 % of them have moderate and 19.4% of them have high level of mental well-being. 20.6% of the urban prospective teachers have low 59.7% of them have moderate and19.7% of them have high level of mental well-being.

Null Hypothesis: 1

There is no significant difference in attitude towards mental well-being among prospective teachers with respect to type of family.

Table 3 Significant Difference in Attitude Towards Mental Well-Being Among Prospective Teachers With Respect to Type of Family

Type of Family	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Nuclear	243	54.4444	8.67932	1.076	NS
Joint	57	55.8246	8.87235		

(At 5% level of significance, for df 298, the table value of't' is1.96)

It is inferred from the above table that calculate 't' value (1.076) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the nullhypothesis is accepted. It shows that there is no significant difference in attitude towards mental well-being among prospective teachers with respect to type of family.

Null Hypothesis: 2

There is no significant difference in attitude towards mental well-being among prospective teachers with respect to location of school.

Table 4 Significant Difference in Attitude Towards Mental Well-Being Among Prospective Teachers With Respect To Location of School

Location of School	N	Mean	SD	Calculated 't' value	Remarks At 5% level
Rural	67	54.8060	8.28331	0.106	NS
Urban	233	54.6781	8.85634		

(At 5% level of significance, for df298, the table value of 't' is1.96)

It is inferred from the above table that calculated 't' value (0.106) is less than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in attitude towards mental well-being among prospective teachers with respect to location of school.

Major Findings

Descriptive Analysis

1. 19.3% of students have low, 61.0% of them have moderate and 19.7% of them have high level of attitude towards study of Mental well-being among secondary school students.
2. 19.2% of the male students have low, 59.9% of them have moderate and 20.9% of them have high level of attitude towards study of Mental well-being among secondary school students.
3. 19.5% of the female students have low, 62.5% of them have moderate and 18.0% of them have high level of attitude towards study of Mental well-being among secondary school students.

Inferential Analysis

1. There is a significant difference in attitude towards mental well-being among prospective teachers with respect to gender.
2. There is a significant difference in attitude towards mental well-being among prospective teachers with respect to residence.
3. There is no significant difference in attitude towards mental well-being among prospective teachers with respect to type of family.
4. There is no significant difference in attitude towards mental well-being among prospective teachers with respect to location of school.

Interpretation

The 't' test result shows that there is significant difference in attitude towards study of Mental well-being among secondary school students with respect to gender. While comparing the mean scores of males (54.7384) and hosteller (54.6641) secondary school students, the male students are better than female students. (i.e) Male have more positive attitude towards Mental well-being than female. This may be due to the fact that male students have heuristics attitude and try to discover the fact or solution tothe problem. So they have high level of attitude towards Mental well-being.

The ‘t’ test result shows that there is significant difference in attitude towards study of Mental well-being among secondary school students with respect to residence. While comparing the mean scores of day-scholars (54.4650) and hosteller (59.6429) secondary school students, the hosteller are better than day-scholar students. This may be due to the fact that hosteller students may have use positive influence from peer group, it helps to develop and inculcate positive attitudes and beliefs

Recommendations of the Study

1. By adopting student – centered methods like inductive, analytic, laboratory, heuristic, problem solving, project methods, it is possible to inculcate positive attitude towards Mental well-being in students.
2. Preparatory evaluation in Mental well-being help to find learning difficulties and thus help in remedial measures.
3. Correlation approach in teaching of Mental well-being can develop positive attitude towards Mental well-being.
4. Mental well-being teaching and evaluation strategies should be biasfree. This way, males and females will tend to see themselves as equals, capable of competingand collaborating in classroom activities.

Suggestions for Further Research

1. Mental well-being needs good amount of practice and full concentration. Thus, this study advocates that parents should be hands on when it comes to their children’s study habits and practice. Parents should see that their children do (practice), not just reading Mental well-being. Conducive environment at home is to be provided to enhance concentration. This will ensure a passing score, hence, forms positive attitude towards Mental well-being.
2. Teachers are important role models and career counselors for students at all levels, more than ever at secondary school level, which is the peak stage to guarantee the students,, future career. This study recommends personal contact and timely counseling from the part of the teachers, encouraging and displaying the fact that Mental well-being paves richer chances for future career to the students.

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