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RELATIONSHIP BETWEEN MENTAL HEALTH AND
E-CONTENT PREPARATION OF PROSPECTIVE TEACHERS

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Abstract
The objective of the current research was to determine the relationship between mental health and E-content preparation on Prospective teachers in virdhunagar district. The sample will include 300 Prospective teachers who are obtained in higher secondary schools in Virudhunagar district using simple random sampling method. The data obtained is statistically analysed using SPSS. The results indicate that mental health does not have significant correlation with E-content preparation in Prospective teachers.
Keywords: mental health, E-content preparation, Prospective teachers, Descriptive, Survey method and SPSS.

Introduction

Humans have been subjected to Mental health in different degrees and in different social situations. Mental health is a feeling that an individual feels in the form of the fear of socializing with others or not being confident in these situations It is bound to happen in situations where the individual is in a position he/she does not know well and this prevents him/her to perform optimally and also interferes with his/her interaction with others. They are slow to get warmed up in social situations and they have a low comfort zone.

Achievement test is also employed to assess nature and scope of student learning in a given subject. Achievement of a particular student in a particular field is influenced by different conditions and factors. Students who are not always very deserving can fail to do as well as they can with consideration to their capacities. The interest of the students in the field of endeavor, methodology of teaching used by students, socio-economic conditions and the family set up of students as well as some other psychological factors also influence the performance of students either directly or indirectly.

The most apparent separating milestone of parental attachment into new independent milestone is the commencement of school by children. It has clearly been established that mental health has been the most powerful in the life of a person. It is during this time that emotional vulnerability and mental health are increased as the person is required to fulfill the need to establish new social circles and therefore, individuals who are shy are usually disadvantaged in socially as compared to their non shy counter nuclear and high levels of loneliness and depression are common as well as engaging in academic activities. Studies indicate that the likelihood of school drop out is the highest during the first two years of school and attending school introduces a new responsibility and stressful environment to the students. These stressors can be related to mental health and stress associated with changing environments, change in routine, new study habits, financial management and transitions with interpersonal relationships.

Significance of the Study

Learning is a process of information that imparts relatively permanent changes in the behaviour of a learner either by experience or practice. The nature of changes or modification that occur in the behaviour of the learner largely depends upon the nature of learning experience and the kind of training he undergoes towards this end. One of the most crucial education aims is to maximize learning. A great number of research studies are devoted to the psychology of learning which shows the impact of multiple cognitive and affective variables that define the quality and level of the academic performance of students. The process of learning has a number of factors that serve as the barriers. Mental health is one of the major factors that prevent the preparation of E-content and the learning process.

Mental health is a fundamental human emotion comprising of fear and uncertainty which mostly occurs when one feels that an event is threatening their ego or self-esteem. It is the emotion of dread, fear or apprehension without necessarily a clear explanation. Mental health can be of use in some cases like prevention of harmful circumstances. But to the extremes, it can lead to unwarranted outcomes. Examinations are currently one of the most dreadful experiences that lead to Mental health among students. Students have an extreme fear of failing in an examination and this leads to Mental health. Mental health It has been excessive concern about the next exam, the fear of being judged and fear of the repercussions. It is a crazy thinking regarding tests and marks. It entails irrational beliefs, irrational demands and apocalyptic predictions.

It is perceived that the adolescent stage that relates to the higher secondary school stage has played a significant role in the life of an individual. It is the time when there are numerous hormonal changes both in boys and girls at school. The success of the students in this stage is attributed to various causes including family, socio-economic status, mental health, school environment etc. However, the researcher would be interested to determine the correlation between E-content preparation of higher secondary students and their Mental health level.

Objectives of the Study
1. To find out the level of Mental health of Prospective teachers
2. To find out the level of E-content preparation of Prospective teachers.

Null Hypothesis
1. There is no significant difference between male and female Prospective teachers in their Mental health.
2. There is no significant difference between male and female Prospective teachers in their E-content preparation
3. There is any significant relationship between mental health and E-content preparation of Prospective teachers

Delimitations
- It is confined itself to the 300 students are studying in I and II year B.Ed only.
- It is restricted to the study of gender, locality, age, type of family, medium of instruction, marital status and internet usage.

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 B.Ed students studying in I and II year colleges of education in Virudhunagar district.

Sample for the Study

The sample drawn is 300 prospective teachers from 10 colleges of education of Virudhunagar District

Tool

1. Mental health scale prepared and validated by investigator and guide.
2. E-content preparation refers to the total marks obtained by the students in the quarterly examination considered as E-content preparation of the respective students.

Statistical Techniques

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

Analysis of Data

Objective: 1

To find out the level of Mental health of Prospective teachers.

Table 1 Level of Mental Health of Prospective Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
79	29.6	148	43.2	73	27.2

The above table shows that, 29.6% of Prospective teachers have low, 43.2% of them have moderate and 27.2% of them have high level of Mental health.

Objective: 2

To find out the level of E-content preparation of Prospective teachers.

Table 2 Level of E-Content Preparation of Prospective Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
54	17.2	191	65.3	55	17.5

The above table shows that, 17.2% of the Prospective teachers have low, 65.3% of them have moderate and 17.5% of them have high level of E-content preparation.

Null Hypothesis: 1

There is no significant difference between male and female Prospective teachers in their mental health.

Table 3 Difference Between Male and Female Prospective Teachers in their Mental Health

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	111	64.42	8.038	3.421	S
Female	139	67.56	6.482		

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

It is inferred from the above table that calculated 't' value (3.421) 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 a significant difference between male and female Prospective teachers in their mental health.

Null Hypothesis: 2

There is no significant difference between male and female Prospective teachers in their E-content preparation.

Table 4 Difference between Mean Male and Female Prospective Teachers in their E-Content Preparation

Gender	N	Mean	SD	't' Value	Level of Significance
Male	138	285.8	79.05	0.055	NS
Female	162	286.3	80.6		

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

It is inferred from the above table that calculated 't' value is 0.055 is lesser than the table vsalue (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 between male and female Prospective teachers in their E-content preparation.

Null Hypothesis: 3

There is no significant relationship between Mental health and E-content preparation of Prospective teachers.

Table 5 Significant Relationship Between Mental Health and E-Content Preparation of Prospective Teachers

Variables	N	'r'	Level of Significance
Mental health and E-content preparation	300	0.031	NS

(At 5% level of significance, the table value of 'r' is 0.113)

It is inferred from the above table that calculated correlation coefficient 'r' is 0.031, which is not significant at 0.05 levels. Hence, the null hypothesis is accepted. It is inferred that there is no significant relationship between Mental health and E-content preparation of Prospective teachers.

Major Findings
Descriptive Analysis
1. 29.6% of Prospective teachers have low, 43.2% of them have moderate and 27.2% of them have high level of Mental health.
2. 17.2% of the higher secondary student have low, 65.3% of them have moderate and 17.5% of them have high level of E-content preparation.

Inferential Analysis
1. There is a significant difference between male and female Prospective teachers in their Mental health.
2. There is no significant difference between male and female Prospective teachers in their E-content preparation.
3. There is no significant relationship between mental health and E-content preparation of Prospective teachers.

Interpretation

The finding reveals that there is significant difference between male and female Prospective teachers in their mental health. Male students (64.42) are better than female (67.56) Prospective teachers in their mental health. This is may be due to fact that male students are lagging behind the female students in their mental health. This is may be due fact that Male have more physiological, psychological and behavioral.

Recommendations of the Study

1. The present study gives a clear-cut view about the Mental health and E-content preparation of Prospective teachers. Based on the data analyzed and by the investigator, the following recommendations have been made.

2. One of the important findings of the present study is that the students are having moderate level of Mental health. The findings reveal that the majority of the students face the problem of Mental health to some extent. So, it makes the authorities aware regarding the recruitment of well-trained students, who can adopt proper teaching methods and skills to deal with such issues.

Suggestions of the Study

The following are the suggestions for further research studies.

1. Future research may concentrate on identifying various other dimensions of Mental health among students.

2. The mediating and moderating role of other educational, psychological, social and familial factors in the influence of Mental health on E-content preparation among students can be studied.

Conclusion

The awareness and orientation programmes should be undertaken by institutions so that students and parents are aware of the first-hand management of the Mental health among Prospective teachers. The prevention programmes and regular psychological interventions will be required to be undertaken in the campuses. It is also highly advised that the parents discuss any dissonance in the behaviour of wards about their academics with the relevant students and consult a psychologist. It is highly advisable that school psychologist should be consulted by students to help them better orient and carry out activities that have been discussed above. Students must also prepare to confront the evaluative situations through execution of the academic tasks devoid of any delay, dedicate efforts to their studies under the supervision of students and have confidence regarding their abilities. Above all, students are supposed to enjoy good time with parents to communicate with them regarding their emotional issues particularly mental health.

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LEVEL OF HAPPINESS AMONG HIGHER SECONDARY STUDENTS

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Abstract

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

Introduction

Education is defined as a process of changing human beings behaviors in a desirable manner. It is also possible to describe it as the learning or teaching of knowledge and habits through teaching or education. Education includes instruction, teaching, collecting information, knowledge and transmittance, study and reflection, discussion, demonstrating pilot programmes. Teaching is just a part of the process of education. True education aims at waking up interest in children, making them think creatively, critically, and instilling positive values in them. Many and others depend on education as the way to a better way of living. It is the training of the skills that are needed. Education deals with the instruction of the members of the society on how they should act in diversity of chosen situations. Education is an action or a process and it changes the behaviour of an individual as an instinctive behaviour to human happiness.

Significance of the Study

Well-being is a conglomeration of affective, cognition and somatic state of affairs. It is a general perception of subjective well being (Joseph and Lewis, 1998). It is also composed of motivational experiences of life that have subjective sense of satisfaction. They encompass variety of life experiences in the form of belongingness, creativity, education, family demands, complexities of faces, health (all mental, physical and social health), marriage, opportunities self esteem and trust others. The word satisfaction is an overwhelming word that passes by.

Other than the context of wellbeing. Its determinants are restoration, homeostatic and drive reduction. It is a human specific experience that it is bombarded with values and moral. This impacts on well-being. But the situational factors are not very effective in comparison to the long term influence on well-being. There are also socially desirable ways of psychological well-being. Conversely as the name suggests, subjective wellbeing is a subjective experience Well-being is associated with the constructs of hope, efficacy and optimism as well. Hope contains will and ways, optimism refers to overall anticipation of good things that one will get in life. This has been fined to perfection over the decades by social psychologists who paid close attention to the survey questions that explored the deepest sense of connectedness in people They also

measured loneliness, the gap between the wished and actual social interactions. The set of questions assessing each concept consisted of a set of approximately 10 questions which, through some magic of statistics, create a score which was used to evaluate the concept in each individual. The addictive the social networking, the happier the people are. They possess greater amounts of both types of social capital, and are not as lonely.

Objectives of the Study
1. To find out the level of level of happiness among higher secondary students.

Hypothesis
1. There is no significant difference between Tamil and English medium higher secondary school students in their level of happiness.
2. There is no significant difference between nuclear and joint family higher secondary school students in their level of happiness.

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 300higher secondary school students from 10 higher secondary schools in Virudhunagar district.

Tool
Level of happiness 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 level of happiness of higher secondary students.

Table 1 Level of Level of Happiness among Higher Secondary Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
93	31.0	125	41.7	82	27.3

It is inferred from the above table that, 31.0% of higher secondary students have low, 41.7% of them have moderate and 28.3% of them have high level of Level of happiness of higher secondary students.

Null Hypothesis: 1

There is no significant difference between Tamil and English medium higher secondary students in their level of happiness.

Table 2 Difference between Tamil and English Medium Higher Secondary Students in their Level of Happiness

Medium	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Tamil	174	148.19	17.040	0.852	NS
English	126	149.88	16.896		

It is inferred from the above table that calculated 't' value (0.852) 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 Tamil and English medium higher secondary students in their level of happiness.

Null hypothesis: 2

There is no significant difference between nuclear and joint family higher secondary students in their level of happiness.

Table 3 Difference between Nuclear and Joint Family Higher Secondary Students in their Level of Happiness

Family Type	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Nuclear	196	145.83	17.263	4.431	S
Joint	104	154.68	14.841		

The above table is assumed to imply that the calculated 't' (4.431) is higher than the table 't' (1.96) in the case of df 298, and 5 percent level of significance. Therefore the null hypothesis is dismissed. It demonstrates that there is no notable disparity between nuclear and joint family higher secondary students in terms of their level of happiness. Students of joint family are happier than their nuclear family counterparts.

Major Findings

1. Higher secondary school students have a moderate level of level of happiness.
2. No major disparity between higher secondary students in Tamil and English medium indicates that there is no significant difference between the level of happiness of higher secondary students.
3. The level of happiness of nuclear and joint family higher secondary students differs significantly.

Interpretation

The finding of current study reveals that there is no significant difference between nuclear and joint family higher secondary students in their level of happiness. Joint family students are better than nuclear family students in their level of happiness.

Recommendations

1. Syllabus should include the study of level of happiness of higher secondary students.
2. They should encourage co-curricular and extracurricular activities with the aim of creating awareness of level of happiness.

3. Educators are expected to give their learners a chance to realize the awareness level of happiness.
4. Students should be given a chance to get familiar with the level of happiness as offered by the teachers.
5. The students should be made available to various magazines and newspapers that may contain interesting and useful articles, stories, poems, advertisement, and cartoons regarding level of happiness.

Suggestions of the Study

1. Replica of the study may be conducted with the other systems like all type of school.
2. A study on the relationship level of happiness and personality development of students.
3. A comparative study of level of happiness of rural and urban students may be carried out.
4. Replica of the present study may be conducted with the other districts
5. Replica of the study may be conducted with other variables
6. Replica of the study may be conducted with other standards

Conclusion

The aim of the current study was to research the degree of happiness in Virdhunagar in higher secondary. This research can be discovered to be applicable to the education field. The suggestions provided by the investigator can be quite useful in enhancing the happiness level in Virdhunagar of higher secondary. This study will yield more when the recommendations provided by the investigator are utilized in conducting further inquiries and will be of a great assistance to the individuals interested in conducting further studies in this area.

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ATTITUDE TOWARDS TEACHING PROFESSION AND SELF-LEARNING AMONG STUDENT TEACHERS

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Abstract

The reason why this investigation was conducted was to determine whether self-learning has any meaningful relationship to the attitude towards teaching profession in student teachers. The aim of the current research was to determine self-learning in student teachers and attitude to teaching occupation. The sample size will include 300 students who are in the higher secondary school level and gotten through simple random sampling method in the ten college of education in Virudhunagar district. Analysis of the data collected is done statistically using SPSS software. Most of the student teachers possess moderate self learning and teaching profession attitude.

Keywords: *self-learning, attitude towards teaching, attitude, profession, technique*

Introduction

The education word signifies very broadly. It is as old as the human race. It is an endless process of inner growth and development and its duration extends between the cradle to grace. Education plays a very important role in development of the individual and society. Only through education man is able to grow in his thinking and reasoning, problem solving and creativity, skills, values, attitudes and intelligence etc in the entire life of face man. The dynamic aspect of philosophy is education. The term education can be traced to Latin as E means out of and Duco means to lead, Educare means to lead out of. Education According to Aristotle, education is the production of a sound body with a sound mind. Education cultivates men faculty, particularly his mind, in such a way that he can be in a position to relish the contemplation of supreme truth, goodness and beauty. (J.C. Aggarwal, 1996).

Radhakrishnan, Education should not only have the training of the intellect but you should also refine the heart and discipline the spirit. (J.C. Aggarwal, 1996). Education: Education is the process of living through a perpetual re-construction of experience. All those capacities that will be developed in the individual will see him control his environment and achieve his possibilities (Bhat and Bhatia 1986). T. Raymont, Education is the process of development which is the passage of human being between infancy and maturity, the process by which the adapts himself progressively in many ways to his physical and spiritual surroundings. (Sataya-Shaida 2007).

Significance of the Study

Need is just use of the word need meaning the necessity and Significance is just use of Significance meaning the meaning of something. The need and importance of the study are used to comprehend the purpose of the researcher and likely contribution of the piece of work by the researcher to the stockpile of knowledge that has already been created. In current research, the researcher is convinced that to introduce qualitative and quantitative change in the education sector, it is necessary to researches on interests of

students teachers in teaching vocation. Hence the investigator deemed it worthwhile to study the attitude towards teaching profession in Virdhunagar district, Tamil Nadu towards teaching, as nobody had thus far conducted any study on the same in the District. Hence, by conducting the study the researcher is hopeful that she will be able to bring forth the attitude of teachers in this region. The dynamics of social changes has made women come into the limelight. They can play a great role as home builders, production executives and national reconstruction workers. As more and more women occupy various positions in the working world, the need of women to have job satisfaction in whatever they need to study becomes imperative.

As can be seen, job satisfaction is very important to the teachers in order to boost production and to cater to mental health. Most of the women professionals are teachers in different levels. In order to become skilled, the women teachers need to experience good attitude towards their job and therefore, job satisfaction. Teaching, just like any other occupation, has aspects that are conducive to job satisfaction and those aspects that precipitate job dissatisfaction. The society must know that teachers may be of great consequence, to whom the children are entrusted during a long period and that it must know that they are really indispensable and that their excellence is something the social well being and social progression of the society must critically depend upon. The belief of the student teacher in his or her ability to perform actions that would bring about certain performance achievement. Self-learning explains the belief in having control over his or her own motivation, actions and social aspects. Consequently, the given study has been conducted with an aim to observe whether women teachers receive such job satisfaction in a dynamic and developing world. The results of such research will lead our planners to make schemes to induce women teachers to have a better involvement. The title of the current research has been determined and retained as Self-Learning among student teachers and attitude towards teaching profession.

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 Tamilnadu.

Sample for the Study

The study author used the simple random sampling technique in selecting the sample. The sample to be used in the current study will include 300 student teachers in the college of education in Virudhunagar district in Tamilnadu.

Tool

- Self-Learning and attitude towards teaching profession Scales prepared and validated by investigator and the guide.

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation

Objectives of the Study

1. To determine the degree of self - learning among student teachers in terms of gender.
2. To determine the degree of self - learning among student teachers in relation to marital status.
3. To determine the degree of attitude towards teaching profession among the student teachers with regard to gender.
4. To identify the degree of attitude towards teaching profession among student teachers in regard to marital status.

Hypothesis of the Study

1. No significant variations of self-learning are found between the rural and urban student teachers.
2. No significant difference exists in self-learning of married and unmarried student teachers.
3. Attitude towards teaching profession does not show any major distinction between rural and urban student teachers.
4. The attitude to teaching profession does not differ significantly between married and unmarried student teachers.

Analysis of the Data

Hypothesis - 1

Table 1 Difference between Rural and Urban Student Teachers in their Self-Learning

Location	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Rural	131	76.420	7.5600	0.342	NS
Urban	119	76.739	7.1621		

It is inferred from the above table that calculated 't' value (0.342) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between rural and urban student teachers in their Self-learning.

Hypothesis - 2

Table 2 Difference between Married and Unmarried Student Teachers in their Self-Learning

Location	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Married	51	76.490	7.6010	0.089	NS
Unmarried	199	76.593	7.3168		

It is inferred from the above table that calculated 't' value (0.089) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between married and un married student teachers in their self-learning.

Hypothesis - 3

Table 3 Difference between Rural and Urban Student Teachers in their
Attitude towards Teaching Profession

Location	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Rural	131	76.420	7.5600	0.342	NS
Urban	119	76.739	7.1621		

It is inferred from the above table that calculated 't' value (0.342) is lesser than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between rural and urban student teachers in their Attitude towards teaching Profession.

Hypothesis - 4

Table 4 Difference between Married and Unmarried Student Teachers in their
Attitude towards Teaching Profession

Location	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Married	131	78.053	8.0749	0.817	NS
Unmarried	119	78.370	7.6777		

It is inferred from the above table that calculated 't' value (0.817) is lesser than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between married and unmarried student teachers in their attitude towards teaching Profession.

Finding of the Study
- Gender and marital status level of self -learning is average among the student teachers.
- The degree of attitude to teaching profession of student teachers, as regards to gender and marital status, is average.

Suggestions for Further Research
The present study is also not an exception and opens up certain avenues for further research, which are briefly mentioned below:
1. Similar studies can be conducted on the larger sample and at different regions to have in-depth knowledge of the factors affecting occupational self learning, job satisfaction and attitude towards teaching profession.
2. In the present investigation the sample was limited to teachers working in self-financing teacher training institutions of M. D. University, Rohtak only. It can be extended to other universities and to the teachers working in aided teacher training institutions also.

Conclusion
In the current study, it was established that all the independent variable i.e. Gender, age. locality, father education, father occupation and father income significantly affected the dependent variables i.e. Self-Learning and attitude towards teaching profession. This research projected the conclusion that female student teachers self-learned more in comparison to female student teachers and student teachers had more self-learning. On the same note, experienced age above 30 students teachers were also found to have more self learning than the teachers of below 30 students and vice versa, hence attitude towards teaching profession.

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RELATIONSHIP BETWEEN ADJUSTMENT BEHAVIOUR AND PARENTAL CARING OF HIGH SCHOOL STUDENTS

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Abstract

The emphasis of the current research was to determine the impact of relationship between adjustment behaviour and parental caring of high school students. The study was carried out using descriptive survey technique. The sample will include 300 high school students obtained using ten higher secondary schools in Srivilliputhur Taluk simple random sampling method. The data obtained is statistically analyzed in the SPSS software. There is a low adjustment behaviour of high school students in Virudhunagar district. The results indicate that, life adjustment behaviour and parental caring of high school students have significant correlation.
Keywords: adjustment behaviour, parental caring, descriptive, significant, survey method.

Introduction

Education is significant in different perspectives. Its area of operation is very broad that all the activities and experience are regulated within its circle of operation. It is actually a development, a development of the dormant in he rent potentials of a child to the maximum. It drives the animal primitive instincts of a child into a sublimation into socially useful activity, mode of thinking and acting. It instills in a child greater moral and social principles along with religious principles in such a way that he can become a strong character with great value to both himself and society where he is a constituent member. Education is the evocation of the notions of universal validity that are implied in the mind of all men. –Socrates. Education is the process through which the child externalizes what is inside him. Froebel. Education = expression of perfection in man.

Significance of the Study

One of the key objectives in the health caring of the modern youngsters is education in order to ensure that the adolescents become learned on the interaction between their way of living and their physical and mental wellbeing. They also require assistance in attaining maturity needed to make healthy lifestyle choices and accept accountability of their personal health. Adolescents require health caring providers that not only can speak to them in a way that they can comprehend, but also treat them as persons who are unique. They can be frustrated and ill-adjusted due to academic failure. They are emotionally shaken and they grow into a poor attitude towards existence. The feeling of failure complex that in turn might result in the withdrawal to the non communicative fantasy or open misbehaviour.

The significant noncognitive variables that are more compatible with achievement have therefore been stolen away like Parental Caring, adjustment behaviour. Constant support that is shown on the child by parental Caring exhibits greater success. They are also confronted in other aspects to shape this personality since they are part of all the school activities. Adjustment behaviour of the student and the way the parents

take care of them and how to improve on it is very important to any teacher. It is possible to comprehend that the level of the relationship between adjustment and parental caring through the study findings. This evaluation of the adaptation, and parental care of the individuals can assist the capable authorities in formulating the adjustment of the students.

Objectives of the Study
1. To determine the degree of adjustment behaviour among high school children.
2. In order to establish the parental caring of high school students.

Hypothesis
1. No prominent difference can be seen between the male and female high school pupils in terms of adjustment behaviour.
2. High school students, both male and female, do not differ significantly in the parental caring.
3. Adjuster behaviour does not have a significant relationship with high school parental caring.

Methodology
The researcher used a descriptive survey method to undertake this study.

Population for the Study
The sample size of the current research is the high school learners of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study
Simple random sampling was utilized by the researcher in choosing the sample. The student sample to be used in the current research will include 300 high school students of 10 high and higher secondary schools in Virudhunagar district.

Tool
- Parental caring Scales and Adjustment behaviour Scales prepared and validated by the investigator and the guide.

Statistical Techniques
Percentage, mean, standard deviation and correlation.

Analysis of Data
Objective: 1
To find out the level of Adjustment behaviour of higher secondary students.

Table 1 Level of Adjustment Behaviour of High School Students

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
148	49.3	92	30.7	60	20.0

It can be concluded that based on the above table, 49.3 percent of high school students have low, 30.7 percent of high school students have moderate and 20.0 percent of high school students have high level of adjustment behaviour.

Objective: 2

To find out the level of Parental caring of higher secondary students.

Table 2 Level of Parental Caring of High School Students

Low		Moderate		High	
Count	%	Count	%	Count	%
161	53.7	82	27.3	57	19.0

The above table is concluded to imply that 53.7 percent of students in high school have low, 27.3 percent of high school students have moderate and 19.0 percent of high school students have high level of Parental caring.

Null Hypothesis: 1

There is no noteworthy difference between male and female students of high schools in their adjustment behaviour.

Table 3 Difference between Male and Female High School Students in their Adjustment Behaviour

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Male	137	137.263	12.18	2.558	S
Female	163	140.712	11.15		

The above table indicates that the calculated t (2.558) exceeds the table t (1.96) of the df 298 at 5% level of significance. Therefore the null hypothesis is rebuffed. It indicates that the male and female high school students differ significantly in their adjustment behaviour.

Null Hypothesis: 2

There is no significant difference between male and female high school students in their parental caring.

Table 4 Difference between Male And Female High School Students In Their Parental Caring

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Male	137	137.263	12.18	2.558	S
Female	163	140.712	11.15		

(The table value of t at df 298 of 5 percent level of significance is1.96)Exceeds the table value of 1.96.

The above table is determined to give a calculated t 2.558 which is higher than the table t 1.96 which is at the 5% level of significance with a df of 298. The null hypothesis is, therefore, rejected. It demonstrates that male and female students of high school differ greatly in the parental caring.

Null Hypothesis: 3

Adjustment behaviour is not significantly related to partial caring of high school students.

Table 5 Significant Relationship between Adjustment Behaviour and Partial Caring of High School Students

Adjustments Behaviour		Parental Caring		ΣXY	Calculated 'r' Value	Remarks
ΣX	ΣX^2	ΣY	ΣY^2			
417410	174231108100	6669	44475561	2783707290	0.047	NS

The above table implies that the calculated r (0.042) is lower than the table r (0.088) at 0.05 level of significance. The null hypothesis is, therefore, accepted. This demonstrates that There is no significant relationship between adjustment behaviour and partial caring of high school students.

Major Findings

1. There is also low level of adjustment behaviour among the high school students.
2. The extent of partial caring of high school students is low.
3. Men and women differ greatly in terms of adjustment behaviour in high school.
4. The male and female high school students significantly differ in their partial caring.
5. Adjustment behaviour has a zero relation with partial caring of high school students.

Interpretation

1. The outcome of the t test indicates that the difference in the adjustment behaviour between the male and female high school students is significant. In adjustment behaviour, female students (140.712) are more superior to male (137.263). This can be attributed to the fact that female pupils can be enrolled to rich co-curricular programme and also they get more time to socialize with their peers.
2. The result of the t-test indicates that there exists significant difference in the parental caring between male and female high school students. The parental caring of female students (141.71) is more superior to male students (137.26). The female are more paternal than the male students.

Recommendations

1. The existing teachers of science will undergo additional orientation and refresher courses in psychology, guidance and counseling to enable them revise and refresh in the subject at hand as well as raising, caring and nurturing of teens.
2. Compensatory programmes should be chalk out and be introduced to such students who are hailing in poor socio familial conditions.

Suggestions of the Study

1. Comparative study of Parental Caring Study Habits Achievement Motivation as correlates Achievement in Biology in students of CBSE and State level.
2. A research may be done to determine the contribution of local bodies to raise awareness to parents on the educational roles.

Conclusion

In this research, there was finding that there is a notable difference in adjustment baviour in male and female students of the higher secondary. Adjustment behaviour of high school students; Relation to Parental Caring is a better performance of the female students as compared to the male students in high schools. In case of any tangible gains of parent-child involvement, it would most likely be an increase in educational expectations, a decreased rate of truancy, a decreased rate of absenteeism, and a more focus on homework and all of which would hopefully result in better academic achievement.

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A STUDY ON SOCIAL INTELLIGENCE AMONG PROSPECTIVE TEACHERS

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Abstract

The current research is titled to be the A study of the Social Intelligence in Prospective teachers. The socially efficient individuals can adjust all the strategies that are effective in sustaining the relationship with the rest. Socially efficient individual is able to adjust themselves in precise social circumstances. Academic performance in terms of grades or test-scores does not only represent the knowledge of academic contents, but also other critical non- cognitive factors such as academic, attitudes and strategies that are important not only in college, but also in later life. the argument that Prospective teachers are born, not made may hold true in some isolated instances. It is also argued that training alone, would definitely turn a good teacher. Thus, there is need and significance in the current study. At this connection, the aim of the current research was to determine the A study on Social Intelligence among Prospective teachers. The research design was a survey design, whose sampling was purposive sampling of 300 Prospective teachers in Virudhunagar district. Data interpretation was carried out by use of statistical methods in percentage analysis, mean, standard deviation and t-test. The Prospective teachers are mostly of moderate level of Social Intelligence.
Keywords: social intelligence, prospective teachers and statistical techniques

Introduction

The capacity of a human being to decode the events of the world and act or react in the same manner may be referred to as Social Intelligence. This is a human capability that separates us as humans to the rest of the animals within the animal kingdom. The capacity to be wise at the same time that one considers the human relations is also known as Social Intelligence. It is significantly contrasted to bare intelligence, which was the case previously. It has been noted over the years that there are many extremely bright individuals who have a difficult time keeping a social lifestyle. Social Intelligence also refers to interpersonal intelligence since it is also the topic of examining the capability of a person in detecting the differences that exist between him and others. According to this idea, individual personality is a result of the disparity of what the person knows on various subjects and also the degree of contacts that he has with the individuals surrounding him. Secondary education is one of the key tools of social change and transformation.

Need and Significance of the Study

Social intelligence may be significant in our thinking and acting. Our intelligence may be transient as in a moment of irritation with co-worker or long term like sadness at loss of relationship. Social intelligence response in a teacher is highly significant since it has a connection to the performance of the students. Therefore, Prospective teachers ought to have good emotional stability. The social stability of intelligence is that process when personalities of a person are consciously aimed at achieving an improved emotional

health. The social intelligence is used to facilitate the learning of information that will help us in responding appropriately in future. Good social intelligence are a reinforcement of the previous behaviour and thus are likely to result in an individual trying to get into such situations in future. Our verbal and non-verbal behaviours often convey the emotions that we feel. These actions serve as a message to the observing parties, which enables them to determine what is happening to us and what to anticipate of us in future. This enhances better and suitable social interaction. Prospective teachers are of more significance in terms of social intelligence. The social intelligence stability is regarded as a more powerful tool that is capable of assessing the performance, the achievement and qualities of a teacher. The Prospective teachers are handling the students who are at their significant phase in their lives. Managing such students requires more social intelligence and academic performance as compared to the other students. Therefore, the researchers had chosen this research topic; A study on Social Intelligence among Prospective teachers.

Objectives
1. In order to determine the degree of social intelligence of Prospective teachers.
2. To determine the extent of academic performance of Prospective teachers.

Hypotheses
1. Prospective teachers do not differ significantly in terms of gender on the factor of Social intelligence.
2. Prospective teachers do not differ significantly in terms of their academic achievement in terms of gender.
3. The study on social intelligence among Prospective teachers has no significant study.

Delimitations of the Study
1. Viruhunagar District and Madurai District were restricted as the location of the study.
2. The research has been narrowed down to the B.Ed and M.Ed teacher students enrolled in the First and second year colleges of education.

Population for the Study
The sample size of the current study will be college of Education and they will be pursuing B.Ed and M.Ed in Virudhunagrar and Madurai district.

Sample for the Study
The investigator had selected 6 college of education of Virudhunagar and Madurai district randomly. Out of these colleges 300 Prospective teachers were chosen.

Tools Used for Present Study
A. Social intelligence Scale is ready and certified by Mr. Selva Balakrishnan (2015) (Adopted).

Statistical Techniques Used
The statistical tests have been applied in this paper: Percentage analysis Mean, SD and statistically t test.

Data Analysis
Descriptive Analysis
Objective: 1
To find out the level of social intelligence among Prospective teachers

Table 1 The Level of Social Intelligence among Prospective Teachers

Low		Moderate		High	
Count	%	Count	%	No.	%
30	13.3	164	72.9	31	13.8

The above table indicates that, 13.3% of the Prospective teachers have low, 72.9 of them have moderate and 13.8 of them have high level of social intelligence.

Objective: 2

The purpose of the study is to establish the degree of social intelligence in Prospective teachers in relation to Gender.

Table 2 Level of Social Intelligence among Prospective Teachers with Respect to Gender

Gender	Low		Moderate		High	
	N	%	N	%	N	%
Male	14	13.5	74	71.2	16	15.4
Female	39	19.9	125	63.8	32	16.3

As revealed in the table above, the social intelligence of male prospective teachers stands at low, moderate and high level of 13.5, 71.2 and 15.4 respectively; and the same level of social intelligence applies to female Prospective teachers at 19.9, 63.8 and 16.3 respectively.

Inferential Analysis
Null Hypothesis: 1

There is no significant difference in social intelligence among Prospective teachers with reference to gender.

Table 3 Significant Difference in Social Intelligence among Prospective Teachers with Reference to Gender

Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Male	110	41.36352	9.39773	1.350	NS
Female	190	41.33492	9.45530		

(At 5% level of significance, for df 223, the table value of 't' is1.96)

Above table makes it obvious that the computed t (1.350) is erroneous of the table t (1.96) at 5 percent level of significance at the df (223) level. Therefore the null hypothesis is accepted. It demonstrates that there is no noticeable change in social intelligence when comparing Prospective teachers with regard to gender.

Null Hypothesis: 2

Nothing substantial in terms of social intelligence exists between Prospective teachers in relation to age.

**Table 4 Significant Association in Social Intelligence among
Prospective Teachers with Reference to Age**

Variable	Source	Sum of Squares	df	Mean Square	Calculated 'F' Value	Remarks at 5% Level
Social intelligence	Between	874.185	2	437.092	2.110	NS
	Within	45996.411	222	207.191		
	Total	46870.596	224			

(At 5% level of significance, the table value of 'F' is 3.02)

Inference of above table is that, the computed F value (2.110), is lower than the table value (3.02) of df (2, 222) at 5% level of significance. The null hypothesis can therefore be accepted. It indicates that there is no considerable difference in social of Prospective teachers in terms of age.

Null Hypothesis: 3

The monthly income of Prospective teachers of parent does not have any significant relationship with social intelligence.

**Table 5 Significant Relationship between Social Intelligence and
Parent's Monthly Income of Prospective Teachers**

Social Intelligence		Emotional stability		$\sum XY$	Calculated 'r' Value	Remarks
$\sum X$	$\sum X^2$	$\sum Y$	$\sum Y^2$			
30221	4106021	31983	4682413	4302426	0.083	NS

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

The above table indicates that (0.083) calculated value of r is lower than the value given in the table (0.113) at 0.05-level of significance. Therefore the null hypothesis is accepted. This demonstrates that social intelligence and emotional stability have no significant relationship in highs college Prospective teachers.

Major Findings
Descriptive Analysis
1. The percentage of social intelligence is 13.3, 72.9 and 13.8 of the Prospective teachers have low, moderate and high level respectively.
2. Low, 71.2% of male prospective teachers and 15.4% have low, moderate and high level of social intelligence respectively.
3. Nineteen point nine percent of female Prospective teachers have low, 63.8 percent of pupils have moderate and 16.3 percent of them have high level of social intelligence.
4. 20.2% of below 30yrs Prospective teachers have low, 69.0% of them have moderate and 10.7% of them have high level of social intelligence.

Inferential Analysis
1. Prospective teachers do not show any considerable difference in terms of gender social intelligence.
2. In reference to age, there is no considerable social intelligence connection among Prospective teachers.
3. The monthly income of Prospective teachers is not significantly related to social intelligence and their monthly income.

Recommendations of the Study

1. The future teachers must be oriented in order to foster social intelligence in order to resolve matters relating to emotional instability in them and their pupils.
2. Colleges could be changed by the government into digital learning environments where Prospective teachers could learn digital literacy as well as the students.
3. The social intelligence is crucial in every career field particularly to future teachers. It promotes humanity. Makes our life full of people and concerned society. All teachers ought to be in some degree of social intelligence.

Suggestions for Further Research

1. Similarly this study can be replicated to other fields of population such as B.Ed students and teacher educators etc.
2. This research would also be conducted together with other variables. It is possible to conduct a comparative study of various populations.

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TEACHERS' ATTITUDES TOWARDS E-CONTENT AND ITS IMPACT ON TEACHING EFFECTIVENESS AT THE HIGHER SECONDARY LEVEL

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Abstract

The rapid integration of digital technologies in education has transformed instructional practices, particularly through the use of e-content. Teachers' attitudes towards e-content play a crucial role in determining its effective classroom integration. The present study investigates the attitude of higher secondary school teachers towards e-content and examines differences based on selected demographic and professional variables. A normative survey method was employed, and data were collected from 200 higher secondary school teachers using a standardized attitude scale. Statistical analyses revealed that teachers generally possess a favorable attitude towards e-content. Significant differences were observed with respect to gender, school management, teaching experience, computer knowledge, and availability of e-content facilities. The findings highlight the importance of institutional support and professional development in enhancing effective e-content integration for improved teaching effectiveness.

Keywords: E-content, Teacher Attitude, Teaching Effectiveness, Educational Technology, Higher Secondary Education.

Introduction

Technological advancement has significantly influenced contemporary educational practices, shifting traditional teacher-centered instruction towards technology-enhanced learning environments. Among various technological innovations, e-content has emerged as a powerful instructional resource that supports interactive, flexible, and learner-centered education. E-content includes digital text, multimedia resources, animations, audio-visual materials, and interactive learning modules that facilitate effective knowledge construction.

Teachers play a pivotal role in implementing e-content in classrooms. Their attitude towards technology determines the extent to which digital resources are integrated into teaching practices. Positive attitudes foster innovation and instructional effectiveness, whereas negative attitudes hinder meaningful technology adoption. Therefore, understanding teachers' attitudes towards e-content is essential for improving teaching effectiveness at the higher secondary level.

Review of Related Literature

Becta (2004) reported that e-learning is mostly used alongside traditional teaching in a blended format, mainly supporting independent learning. Benjamin and Sivakumar (2007) emphasized that multimedia-based self-learning enhances both quality and quantity of learning. Hadjiathanasiou (2009) found that teachers need professional development to adopt e-learning effectively. Al-Khashab (2007) highlighted faculty concerns about implementing e-learning due to trust and teamwork issues. Ituma (2011) noted students' positive perceptions and frequent use of e-learning to supplement classroom teaching. Monanty

(2008) stressed that teachers should creatively use multimedia resources, while Lee et al. (2010) showed e-learning can improve engagement for low-achieving students. Harasim (2000) described online education as a paradigm shift toward collaborative, web-based learning.

Objectives of the Study

The present study is undertaken with the following objectives:

1. To examine the overall attitude of higher secondary school teachers towards e-content.
2. To determine whether there is a significant difference in teachers' attitudes towards e-content based on gender.
3. To examine the difference in teachers' attitudes towards e-content with respect to school management.
4. To analyze the influence of teaching experience on teachers' attitudes towards e-content.
5. To find out whether computer knowledge significantly affects teachers' attitudes towards e-content.
6. To study the influence of the availability of e-content facilities on teaching effectiveness among higher secondary school teachers.

Hypotheses of the Study

The following null hypotheses were formulated for the study:

1. There is no significant impact in the attitude towards e-content among higher secondary school teachers.
2. There is no significant difference in teachers' attitudes towards e-content based on gender.
3. There is no significant difference in teachers' attitudes towards e-content with respect to school management.
4. There is no significant difference in teachers' attitudes towards e-content based on teaching experience.
5. There is no significant difference in teachers' attitudes towards e-content based on their level of computer knowledge.
6. There is no significant difference in teachers' attitudes towards e-content based on the availability of e-content facilities.

Methodology

Research Design

The study adopted a **normative survey method** to examine teachers' attitudes towards e-content.

Population and Sample

The population consisted of higher secondary school teachers working in Tirunelveli educational district. A sample of **200 teachers** was selected using simple random sampling.

Tool Used

Data were collected using a standardized **Attitude towards E-Content Scale Dr.G.Muruganantham (2023)**, along with a personal data sheet designed to collect demographic information.

Variables Studied

- Gender
- School management
- Teaching experience

- Computer knowledge
- Availability of e-content facilities

Statistical Techniques
- Mean and Standard Deviation
- *t*-test
- ANOVA (*F*-test)

Data and Interpretation

Table 1 Total Mean and Standard Deviation of
Attitude of E-content on Higher Secondary School Teachers' Effectiveness

S.No	Samples	Sub-samples	N	Mean	Standard Deviation
1.	Entire samples		200	213.70	2.45
2.	Gender	Male	107	213.23	2.48
		Female	93	214.23	2.31
3.	School management	Government	138	212.18	2.48
		Aided	25	214.00	2.06
		Private	37	217.23	2.09
4.	Teaching Experience	1-5 years	8	210.13	2.55
		5-10 years	9	213.00	2.50
		10 and above	183	213.89	2.36
5.	E-content Knowledge	Yes	165	213.46	2.45
		No	35	214.80	2.16
6.	E-content Facilities	Internet	30	211.47	2.92
		Intranet	114	214.12	2.34
		LCD	56	214.02	2.30

The analysis indicates that the overall mean score (**M = 213.70**) exceeds the favourable level, revealing a **positive attitude towards e-content** among higher secondary school teachers. The low standard deviation (**SD = 2.45**) shows minimal variation in responses. Sub-sample mean scores are also above the mid-level, with narrow dispersion (**SD = 2.06–3.60**), indicating consistency across groups. These findings confirm that teachers generally hold a favourable attitude towards e-content, supporting its role in enhancing teaching effectiveness.

Table 2

Sub-samples		N	Mean	S.D	't' Value	Significant
Gender	Male	107	213.23	2.45	2.90	Significant
	Female	93	214.23	2.48		

Table 2 shows that the calculation of the "t" value is found to be 2.90, which is significant at the 0.01 level. Therefore the null hypothesis is rejected and it is concluded that there is significant difference between the male and female teachers in respect of their attitude of E-content on higher secondary school teachers'.

Table 3 Significance of Difference Between their School Management towards Attitude of E-Content on Higher Secondary School Teachers'

Variable	Squares of Variables	Sum of Squares	Df	Mean Square	F	Significant
Employment status	Between	435.88	11	39.62	5.37	Significant
	Within group	78.11	188	0.415		
	Total	514.00	199			

Table 3 shows that the calculated F value (5.37) is significant at the 0.01 level. Hence, the null hypothesis is rejected, indicating a significant difference in attitudes towards e-content among higher secondary school teachers belonging to different school managements.

Table 4 Significance of Difference between their Teaching Experiences towards Attitude of E-content on Higher Secondary School Teachers'

Variable	Squares of Variables	Sum of Squares	Df	Mean Square	F	Significant
Employment status	Between	11.75	11	1.06	7.69	Significant
	Within group	26.12	188	0.13		
	Total	37.87	199			

Table 4 indicates that the calculated F value (7.69) is significant at the 0.01 level. Therefore, the null hypothesis is rejected, revealing a significant difference in attitudes towards e-content among higher secondary school teachers based on their teaching experience.

Table 5 Significance of difference between teachers who have got E-content knowledge towards Attitude of E-content on Higher secondary school teachers having knowledge in computer.

Sub-samples		N	Mean	S.D	't' value	Significant
Knowledge in computer	Yes	164	213.46	2.45	2.99	Significant
	No	35	214.80	2.16		

Table 5 shows that the calculated t value (2.99) is significant at the 0.01 level. Hence, the null hypothesis is rejected, indicating a significant difference in attitudes towards e-content and teaching effectiveness between teachers with and without computer knowledge.

Table 6 Significance of Difference between their E-content Facilities towards Attitude of E-content on Higher Secondary School

Variable	Squares of Variables	Sum of Squares	Df	Mean Square	F	Significant
School management	Between	0.12	11	0.01	2.34	Significant
	Within group	0.87	188	0.01		
	Total	0.99	199			

Table 6 indicates that the calculated F value (2.24) is significant at the 0.01 level. Hence, the null hypothesis is rejected, revealing a significant difference in attitudes towards e-content among higher secondary school teachers based on the availability of e-content facilities in instruction.

Findings

1. **Table 1** presents the total mean and standard deviation of attitudes towards e-content among higher secondary school teachers. The overall mean score (**M = 213.70, SD = 2.45**) exceeds the favourable level, indicating a **positive attitude**. Sub-sample mean scores are also above the mid-level, with narrow dispersion (**SD = 2.06–3.60**), showing consistency across groups.

2. **Table 2** shows a significant gender difference (**t = 2.90, p <0.01**), with female teachers demonstrating a higher positive attitude towards e-content than male teachers.

3. **Table 3** indicates a significant difference in attitudes among teachers from different school managements (**F = 5.37, p < 0.01**). Teachers from private schools scored higher than those in government and aided schools.

4. **Table 4** demonstrates a significant difference in attitudes based on teaching experience (**F = 7.69, p < 0.01**), suggesting that experience enhances teachers' acceptance of e-content.

5. **Table 5** reveals that teachers with computer knowledge show significantly higher attitudes towards e-content (**t = 2.99, p < 0.01**) compared to those without such knowledge.

6. **Table 6** shows that availability of e-content facilities in schools significantly influences teachers' attitudes (**F = 2.24, p < 0.01**), highlighting the importance of institutional support.

Discussion

The analysis indicates that higher secondary school teachers generally hold a **favorable attitude towards e-content**, which supports effective teaching. Female teachers exhibited higher attitudes than male teachers, possibly due to greater adaptability or engagement with digital resources. Teachers in private schools scored higher, likely reflecting superior infrastructure and institutional support.

Teaching experience and computer knowledge significantly influence attitudes, suggesting that professional competence and digital literacy enhance teachers' confidence in using e-content. Availability of e-content facilities further reinforces positive attitudes, highlighting the role of organizational support in promoting technology-based teaching. Overall, both **individual factors (gender, experience, knowledge)** and **institutional factors (school type, facilities)** play a critical role in shaping teachers' attitudes and effectiveness in using e-content.

Conclusion

The study concludes that teachers' attitudes towards e-content significantly influence teaching effectiveness at the higher secondary level. Promoting positive attitudes through continuous professional development, infrastructure enhancement, and institutional support is essential for maximizing the educational benefits of e-content. Strategic integration of digital resources can lead to improved instructional quality and learner outcomes.

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