

ISSN 0973-6190

Vol. 52 (No. 1) January - March 2015

Peer reviewed Journal

Quarterly Journal

Journal of  
EDUCATIONAL  
RESEARCH AND  
EXTENSION



**SRI RAMAKRISHNA MISSION VIDYALAYA**  
**COLLEGE OF EDUCATION (AUTONOMOUS)**

Coimbatore - 641 020

**Published by :**

**Sri Ramakrishna Mission Vidyalaya**

**College of Education (Autonomous), Coimbatore - 641 020**

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**Printed at :**

**Ramakrishna Mission Vidyalaya Printing Press**

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# SCHOOL ADJUSTMENT OF NINTH STANDARD STUDENTS IN GOBI EDUCATIONAL DISTRICT

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## INTRODUCTION

Adjustment is the great problem among the student group. Its scope is to know the problem of adjustment pertaining to the individual student and his peers. In learning situation, the learner adjusts actively in the school environment, rather than passively adjusting to the school's performance. When a learner enters a class, he reacts with group, just as the group reacts with him. This concept of dynamic interaction between the teenagers in high schools is a problem faced by schools today. They are faced with problems not presented to them and also are likely to have contradictory feelings. Experience both the need to let go and the emotional pull to hold on. Furthermore, findings show those patterns of family interaction and teachers' instruction which brought results with young children are no longer effective, parents and teachers too feel insecure and unsecure of any transition. The shift from childhood to adulthood upsets established patterns creating uncertainty, some uncertainty, confusion and tension until behavior and balance are accepted and familiar.

## OBJECTIVES OF THE STUDY

- ❖ To find out the level of school adjustment of IX standard students.
- ❖ To find out any significant difference in IX standard students in school adjustment with respect to their following demographic variables such as Gender (Boys/Girls), Locality (Rural/Urban), Type of School (Government/Private) and Medium of Instruction (Tamil/English).

## HYPOTHESES OF THE STUDY

- ❖ IX standard students' school adjustment is high.
- ❖ There is no significant difference in IX standard students' school adjustment with respect to their following demographic variables such as Gender (Boys/Girls), Locality of the School (Rural/Urban), Type of School (Government/Private) and Medium of Instruction (Tamil/English).

## METHODOLOGY OF THIS STUDY

In the present study, the survey method was adopted by the investigator. For the purpose of the study, the investigator selected 426 students studying in IX standard in

Gobi educational districts in Tamilnadu by using random Sampling technique. After data collection the data were analyzed descriptive (mean and standard deviation) and differential analyses (t- test).

## ANALYSIS AND INTERPRETATION OF DATA

### HYPOTHESIS-1

IX standard students have high school adjustment.

**Table-1**

*Mean score of IX standard students in school adjustment*

*Maximum Score: 250*

Variables		Sample	Mean	Standard Deviation
Gender	Boys	243	185.62	15.39
	Girls	183	190.96	12.50
Locality of the School	Rural	245	189.16	13.69
	Urban	172	185.84	15.35
Type of the School	Government	317	188.59	13.63
	Private	109	185.95	16.54
Medium of Instruction	Tamil Medium	317	188.59	13.63
	English Medium	109	185.95	16.54
Total		426	187.91	14.48

From the table (1) it is inferred that the result the calculated mean value is 187.91 consequently the IX standard students have above average in school adjustment.

### HYPOTHESIS-2

There is no significant difference in IX standard students in school adjustment with respect to their following demographic variables such as Gender, Locality of the School, Type of School and Medium of the instruction.

**Table-2**

*There is significant difference in IX standard students towards school adjustment with respect to their following demographic variables*

Sample Distribution	Sample		Mean	S. D	't' value
Gender	Boys	243	185.62	15.39	3.95 <sup>@</sup>
	Girls	183	190.96	12.50	
Locality of the School	Rural	245	189.16	13.69	2.28 <sup>@</sup>
	Urban	172	185.84	15.35	

Sample Distribution	Sample		Mean	S. D	't' value
Type of the School	Government	317	188.59	13.63	0.85*
	Private	109	185.95	16.54	
Medium of Instruction	Tamil Medium	317	188.59	13.63	0.85*
	English Medium	109	185.95	16.54	

\*\* Not Significant at 0.05 level

\* Significant at 0.05 level

From the table (2), the calculated 't' value for the demographic variables namely Gender, Locality of the School, Type of the School and Medium of the Instruction are 3.95, 2.28, 0.85 and 0.85 respectively. The Gender and Locality of School differ significantly at 0.01 level of the significance. Boys and Girls differ significantly in their level of school adjustment. Similarly Rural and Urban students differ significantly in their level of school adjustment. Thus the null hypothesis is rejected. The Type of the School and Medium of Instruction doesn't differ significantly. Government and Private School and Tamil and English Medium students don't differ significantly in their level of the school adjustment. Thus the null hypothesis is accepted.

### SUM UP

Adjustment is the one of the major problems forced by adolescent. It affects his personality development. The adolescent

adjustment has been largely attributed to physical, psychological and emotional status arising from conditions in the organism. Today it is a great problem in the educational settings. The need for studying adjustment by a teacher to guide the student adjusts with his life is basically the need of the school and teachers. The analyses of the study revealed that the IX standard students have above average in school adjustment. Thus the Gender wise analysis was found that Girls students greater than Boys students, the Locality wise analysis was found that Rural students higher than Urban students, Type of school wise analysis was found that the Government students were superior to Private students and Medium of Instruction wise analysis found that the Tamil medium students were better than English medium students in school adjustment in IX standard of Gobi educational districts in Tamilnadu.

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## INVESTIGATION ON ADJUSTMENT OF THE HIGH SCHOOLS STUDENTS IN THANJAVUR

2

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### INTRODUCTION

The success of an individual depends upon the ways and means that follows to get along with other people. Education helps people to adjust and to adopt himself to his needs and demands of the society. The ultimate aim of the education is to bring desirable modification of behavior and school and home ac as a agencies to mould his behavior. An individual is not born adjusted or maladjusted. It is his physical/ mental/ emotional potentialities that influenced and directed by the factors of the environment in which he finds himself that adjustment or maladjustment gradually develops. If an individual could not adjust, he will meet adverse effects upon the learning behavior which occupies his mind not only hinder him from doing whatever he supposed to do at particular moment but also sometimes lead to indiscipline in some cases even to antisocial manifestation.

The poor adjustment at home and school lead a student pervasion and juvenile delinquency. The students are facing different problems at home, institute and in society. This may be due to the misunderstanding and lack of guidance in different situations. If it prevails for a period of time/ non-availability of chances to let

their emotions, they become maladjusted. So the institute, home and society should find measures to channelize the energies of the students before they take a destructive step. Parents, teachers and the people in the society integrate with one another in order to provide curricular, co-curricular, extra-curricular activities and hobbies to promote the adjustment ability of the students.

### Concept of Adjustment

Adjustment is a condition or state in which one feels that one's needs have been (or will be) fulfilled and one's behavior conforms to the requirements of a given culture. According to webster (1951) "Adjustment is the establishment of a satisfactory relationship, as representing harmony, conference, adaptation or the like".

Good (1959) states that adjustment is the process of finding and adapting modes of behavior suitable to the environment or the charges in the environment. Adjustment is a process by which a living organism maintains a balance between the needs and the circumstances. The term adjustment is often used as a synonym for accommodation and adaptation strictly speaking; the term denotes the results of

equilibrium which may be affected by either of these processes (Monroe, 1990). It is used to emphasize the individuals struggle to get along or survive in his or her social and physical environment.

## **NEED AND IMPORTANCE OF THE STUDY**

The need for the diagnostic appraisal of the students is established in the modern age. The global picture of the student unrest and resulting aggressive behavior and violence has invited the social scientists to do something in this direction otherwise the younger generation will bring disaster to the society. The socio-cultural, economic, educational, family, vocational and political scenario has much more aggravated the problem of students, adjustment in their daily life.

The psychological factors like adjustment, self-esteems, self-confidence and cognitive abilities are exciting more influence over the Achievement of the students. Previous research studies have already proved this. One of the major problems faced by educationalist of India today is the deteriorating standard of education. Result of the school examinations and competitive examinations conducted at the national levels are indicative of the low level of achievement in certain specific subjects. A well adjusted individual feels satisfied with his surroundings. He fits well at his health, home, school and its discipline, timetable, co-curricular activities, methods of teaching, class and school mates, teachers and other special places. So the adjustment of the students influences the achievement. The present study especially at the student level will be more useful. Thus with the

views expressed above the investigator has decided to study the present problem.

## **STATEMENT OF THE PROBLEM**

The present study attempts to assess and analyze the adjustment of the high school students. Hence the study entitled as 'Investigation on Adjustment of the high school students' in relation to their gender, discipline, nativity, college type and parental education.

## **OBJECTIVES**

1. To find out the level of adjustment of high schools students in Thanjavur.
2. To find out whether there is any significant difference between male and female students in respect of their adjustment.
3. To find out whether there is any significant difference between government and private school students in respect of their adjustment.
4. To find out whether there is any significant difference between English and Tamil medium students in respect of their adjustment.
5. To find out whether there is any significant difference between urban and rural school students in respect of their adjustment.

## **Hypotheses**

1. The level of adjustment of high schools students is high.
2. There is no significant difference between male and female students in respect of their adjustment.

3. There is no significant difference between government and private school students in respect of their adjustment.
4. There is no any significant difference between English and Tamil medium students in respect of their adjustment.
5. There is no significant difference between urban and rural school students in respect of their adjustment.

## **METHODOLOGY**

To achieve the objectives of the research, normative survey method was found to be the best suited method, because the investigation was primarily concerned with the conditions and relationship existing in the present. It involves describing, recording, analyzing and interpreting the data that are all directed towards a better understanding of the educational problems and findings solutions to them.

### **Population and sampling**

The population of the study consisted of the students of both sexes of class ninth studying in government and private schools, state board syllabus in Thanjavur. Only ninth standard students were selected as it was thought their age group (14 years) and the mental horizon would be most appropriate for the study. It is not possible for an investigator to conduct their study on the entire population when the population is large. Therefore, the sample representative of the population was selected. A sample of 300 students was selected from eleven schools by using random sampling technique.

### **Tools used in the study**

To study the adjustment of the high school students, the adjustment inventory for school students by A.K.P Sinha & R.R. Singh (1993) has been used. The adjustment inventory was carried out in schools where appropriate arrangements were made in advance for the purpose. A standardized test presupposes uniformity in the direction for taking a test. The adjustment inventory was used to collect adjustment scores. It was administered faithfully in a strict accordance with the directions provided in the manual for testing procedure. The scale consists of three dimensions are emotional, social and educational. Each dimension has 20 items and hence the scale totally sixty items.

### **Reliability and Validity**

For adjustment inventory, the Co-efficient of reliability was determined by split-half method and it was found to be 0.95. For adjustment inventory item-analysis validity co-efficient was determined for each item by bi-serial correlation method. The product moment co-efficient of correlation rating was found to be 0.51.

### **Scoring procedure**

The procedure for scoring was done with help of its scoring key. For adjustment inventory a separate scoring key is used. The respondent is provided with two alternatives (yes or no type). These 20 questions are for each dimension and they are distributed on the question paper. Based on the scoring key the mark is given as one or zero for each response. The sum of score of all the sixty items provides the total adjustment score of an individual.

## STATISTICAL TECHNIQUES USED

The data collected by the investigator from the sample were analyzed statistically. In the present study the relevant data collected were the scores secured by 300 students of the both the sexes undergoing ninth standard for Thanjavur district. These data were analyzed by employing

the following statistical techniques (mean, standard deviation, 't' test) to arrive at meaningful conclusions.

## ANALYSES AND INTERPRETATION OF DATA

**Hypothesis-1:** The level of adjustment of high schools students is high.

**Table-1**

*Mean, median, mode and Standard deviation for adjustment of students.*

Variable	Components	N	Mean	Median	Mode	S.D
Adjustment	Emotional	300	15.62	16.00	16.00	2.55
	Social		14.13	15.00	15.00	2.29
	Educational		15.75	16.00	17.00	2.52
	Total		45.50	46.00	50.00	5.67

Table shows that the mean scores of the components namely emotional, social and educational of the adjustment fall in the very unsatisfactory interval and also the mean scores of the total adjustment

scores falls in the same interval. Hence the hypothesis is rejected.

**Hypothesis-2:** There is no significant difference between male and female students in respect of their adjustment.

**Table-2**

*Mean, S.D and 't' value for adjustment of male and female students*

Variable	Sub Group	N	Mean	S.D	M.D	t value	Level of Significance
Sex	Boys	147	44.86	5.97	1.27	1.94	N.S
	Girls	153	46.12	5.32			

Table shows that the mean difference 1.27 between the mean scores of adjustment scores of boys and girls is found to be not significant as the calculated t value 1.94 with 298 degrees of freedom is less than the

table t value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted that, there is no significant difference between male and female students in respect of their adjustment.

**Hypothesis-3:** There is no significant difference between government and private school students in respect of their adjustment.

**Table-3**

*Mean, S.D and 't' value for adjustment of government and private school students.*

Variable	Sub Group	N	Mean	S.D	M.D	t value	Level of Significance
Type of school	Government	150	46.34	5.04	1.73	2.66	significant
	Private	150	44.64	6.14			

Table shows that the mean difference 1.73 between the mean scores of adjustment scores of government and private school students is found to be significant as the calculated t value 2.66 with 298 degrees of freedom is greater than the table t value 1.96 at 0.05 level of significance. Hence the research hypothesis is accepted that,

there is a significant difference between government and private school students in respect of their adjustment.

**Hypothesis:** There is no significant difference between English and Tamil medium students in respect of their adjustment.

**Table-4**

*Mean, S.D and 't' value for adjustment of English and Tamil medium students*

Variable	Sub Group	N	Mean	S.D	M.D	t value	Level of Significance
Medium of instruction	English	99	45.14	5.82	0.54	0.77	N.S
	Tamil	201	65.68	5.61			

Table shows that the mean difference 0.54 between the mean scores of adjustment scores of English and Tamil medium students is found to be significant as the calculated t value 0.77 with 298 degrees of freedom is lower than the table t value 1.96 at 0.05 level of significance. Hence the

null hypothesis is accepted that, there is no significant difference between English and Tamil medium students in respect of their adjustment.

**Hypothesis-4:** There is no significant difference between urban and rural students in respect of their adjustment.

**Table-5**

*Mean, S.D and 't' value for adjustment of urban and rural students*

Variable	Sub Group	N	Mean	S.D	M.D	t value	Level of Significance
Residence	Urban	116	44.86	5.92	1.05	1.56	N.S
	Rural	184	48.91	5.49			

Table shows that the mean difference 1.05 between the mean scores of adjustment scores of urban and rural students is found to be significant as the calculated  $t$  value 1.56 with 298 degrees of freedom is lower than the table  $t$  value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted that, there is no significant difference between urban and rural students in respect of their adjustment.

## FINDINGS

The mean scores of the components namely emotional,(15.62) social(14.13) and educational(15.75) of the adjustment score of the school students is unsatisfactory. The mean scores of the male and female school students do not differ significantly in their adjustment.

There is a significant relationship between government and private school students in their adjustment. While comparing the mean scores for government (mean=46.34) and private (mean=44.64) school students. Government school students are better than private school student in their adjustment.

There is no significance difference in the adjustment of the school students based on their medium of instruction and residence of the students.

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## DISCUSSION

The finding of the study reveals that, the adjustment level of the high school students is unsatisfactory. From the findings of the present investigation, the investigator found that, the high school students of male and female, English and Tamil medium of instruction, urban and rural residence do not differ significantly in their adjustment.

The investigator concluded that, the government school students are better than private school student in their adjustment. This may due to the fact that government colleges have a sufficient number of qualified teaching faculties and other social programs like NSS, citizenship training camp and guidance activities, whereas private colleges lack of teaching faculty and have less importance to social and psychological activities.

## CONCLUSION

The results reveals that the investigator concluded that, the government school students are better than private school student in their adjustment and the high school students of male and female, English and Tamil medium of instruction, urban and rural residence do not differ significantly in their adjustment.

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## LIFE SKILLS AND ACADEMIC ACHIEVEMENT OF ELEMENTARY TEACHER EDUCATION STUDENTS

3

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### INTRODUCTION

Education is the deliberate and systematic influence by mature persons upon the immature through instruction and discipline. It means the harmonious development of all power of human being that is social, intellectual, aesthetic and spiritual. An educational institution performs a significant function of providing learning experiences to lead their students from the darkness of ignorance to the light of knowledge. The key personnel in the institutions who play an important role to bring about this transformation are teachers.

### Life Skills

Life skills are a group of psychosocial competencies and interpersonal skills that help people to make informed decisions, solve problems, think creatively and critically, communicate effectively, build healthy relationships, empathize with others and cope with and manage their lives in a healthy and productive manner. These in essence, make up the ability that promotes mental and social well-being and competence in young children to face the

hard realities of life. They are considered to be the basic skills every human being should strive to be developed as a person proceeds with his life. The person's interaction with the peer group, relatives, friends and all those whom he/she is touch with help them to sharpen these skills. Never the less, the person should be ready to accommodate all the feedback and in corporate them in his world of thinking, feeling and acting. This, life skills truly make a human being fully alive and fully human.

UNESCO (2001) gave the concept of life skill as person's ability to maintain a state of mental well-being and to demonstrate the same in adaptive and positive behaviour while interacting with others environment. Life skills are problem solving skills or abilities used appropriately and responsibly in the management of personal affairs. They are a set of human skills acquired via teaching or direct experience that are used to handle problems and questions commonly encountered in daily human life. The subject varies greatly depending on societal norms and community expectations. Basically, life skills are a group of skills that an individual



needs to acquire for an independent life, as far as that life is possible. One could argue that the most important skills one acquires in life are the skills of sound character, such as honesty, kindness and being responsible. The basic life skills that are needed for the individual to achieve their goals are personal skill, emotional skill, social skill, communication skill and managing skill.

### **ACADEMIC ACHIEVEMENT**

The term achievement is used more generally to describe performance in the subjects of the curriculum. Academic achievement refers to how the student performs in the examination and how much marks he gets from the examination. The total marks earned by students are the academic achievement of the student. It has been the criterion of judging the individual, right from the start of formal education.

### **SIGNIFICANCE OF THE STUDY**

Education is a process and product of experience. It develops one's abilities, habits, values, skills, attitudes etc. It is not a passive learning but it is an interactive and integrative process. Life skills are a group of skills that an individual needs to acquire for an independent life, as far as that life is possible. The important skills one acquires in life are the skills of sound character, such as honesty, kindness and being responsible. Life skills can mean a lot of different things, and different people need a different set of skills to survive and to fulfil their needs. The most important skills in life, of course are the survival skills that people need to develop to meet their individual or specific needs.

Moreover, the youth are considered the most productive members of the society. Most of the youth are unable to use their skills in an appropriate manner due to various factors. Nowadays, a large number of young people engage in anti-social activities, which create a lot of social problems like alcoholism, drug abuse, sexual abuse, smoking etc. This challenges society and the entire system of social setup is in a collapsed state. It is quite clear that no system of education has come forward to initiate a separate programme regarding the skill-oriented development among the student community. In this regard, life skill education plays a significant role to increase the awareness among the students about the social problems and to alleviate the social evils from the society. Life skill education helps the individual to improve the decision making skills, ability to take everything in the right sense and also improve their contribution to the society.

Achievement of the students depends upon so many factors. Life skills are one of the factors. When the factor is in positive way, it will lead the students towards better achievement. Life skills and academic achievement have a close relationship. If one has the ability to improve their life skills or learn the skills; the relative achievement will be productive and enormous. Therefore, the investigator wants to know the relationship between life skills and academic achievement of elementary teacher education students.

### **OBJECTIVES**

1. To find out whether there is any significant difference between male and

female elementary teacher education students in their life skills.

2. To find out whether there is any significant difference between urban and rural elementary teacher education students in their life skills.
3. To find out whether there is any significant difference between elementary teacher education students from nuclear family and joint family in their life skills.
4. To find out whether there is any significant difference between male and female elementary teacher education students in their academic achievement.
5. To find out whether there is any significant difference between urban and rural elementary teacher education students in their academic achievement.
6. To find out whether there is any significant difference between elementary teacher education students from nuclear family and joint family in their academic achievement.
7. To find out whether there is any significant relationship between life skills and academic achievement of elementary teacher education students.

#### **NULL HYPOTHESES**

1. There is no significant difference between male and female elementary teacher education students in their life skills.
2. There is no significant difference between urban and rural elementary teacher education students in their life skills.

3. There is no significant difference between elementary teacher education students from nuclear family and joint family in their life skills.
4. There is no significant difference between male and female elementary teacher education students in their academic achievement.
5. There is no significant difference between urban and rural elementary teacher education students in their academic achievement.
6. There is no significant difference between elementary teacher education students from nuclear family and joint family in their academic achievement.
7. There is no significant relationship between life skills and academic achievement of elementary teacher education students.

#### **METHODOLOGY**

The investigator adopted survey method. The population for the study is elementary teacher education students in Kanyakumari district. The investigator has used simple random sampling technique for collecting the data. The stratification has been done on the basis of sex, native place and type of family. The sample consists of 270 elementary teacher education students from 11 teacher training institutions. Among them 31 are male and 239 are female students. Life Skills Inventory constructed by Thangathurai and Thamodharan (2012) was used for collecting the data. Marks obtained in quarterly examination of elementary teacher education students have

been taken for estimating their academic achievement. 't' test and Karl Pearson's

Product moment correlation were used to analyse the data.

## ANALYSIS OF DATA

**Table-1**

***Difference Between Male and Female Elementary Teacher Education Students in their Life Skills***

Life skills and its dimensions	Male (N=31)		Female (N=239)		Calculated 't' value	Remarks at 5% level
	Mean	SD	Mean	SD		
Personal skill	46.74	9.497	49.28	10.304	1.388	Not Significant
Emotional skill	44.29	8.978	49.07	8.989	2.786	Significant
Social skill	43.52	8.225	48.36	9.437	3.033	Significant
Communication skill	47.23	7.256	48.87	9.003	1.149	Not Significant
Managing skill	44.48	8.086	44.41	6.494	0.049	Not Significant
Life skills	226.26	19.801	239.99	19.179	3.646	Significant

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

It is inferred from the above table that there is no significant difference between male and female elementary teacher education students in their personal skill, communication skill and managing skill, but there is significant difference between male and female elementary teacher

education students in their emotional skill, social skill and life skills. While comparing the mean scores of male and female elementary teacher education students, the female elementary teacher education students are better in their emotional skill, social skill and life skills.

**Table-2**

***Difference Between Urban and Rural Elementary Teacher Education Students in their Life Skills***

Life skills and its dimensions	Urban (N=143)		Rural (N=127)		Calculated 't' value	Remarks at 5% level
	Mean	SD	Mean	SD		
Personal skill	49.03	10.358	48.94	10.124	0.072	Not Significant
Emotional skill	46.94	8.425	50.30	9.527	3.055	Significant
Social skill	48.91	9.244	46.57	9.498	2.048	Significant
Communication skill	47.65	9.149	49.83	8.326	2.054	Significant
Managing skill	44.34	6.733	44.51	6.641	0.216	Not Significant
Life skills	236.87	19.883	240.16	19.440	1.373	Not Significant

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

It is inferred from the above table that there is no significant difference between urban and rural elementary teacher education students in their personal skill, managing skill and life skills, but there is significant difference between urban and rural elementary teacher education students in their emotional skill, social skill and communication skill. While comparing the

mean scores of urban and rural elementary teacher education students, the rural elementary teacher education students are better in their emotional skill and communication skill. While comparing the mean scores of urban and rural elementary teacher education students, the urban elementary teacher education students are better in their social skill.

**Table-3**

***Difference between Elementary Teacher Education Students from Nuclear Family and Joint Family in Their Life Skills***

Life skills and its dimensions	Nuclear family (N=173)		Joint family (N=97)		Calculated 't' value	Remarks at 5% level
	Mean	SD	Mean	SD		
Personal skill	48.55	10.734	49.78	9.264	0.991	Not Significant
Emotional skill	47.84	9.375	49.72	8.501	1.677	Not Significant
Social skill	47.99	9.566	47.47	9.192	0.439	Not Significant
Communication skill	48.43	8.881	49.12	8.748	0.624	Not Significant
Managing skill	44.20	6.804	44.81	6.464	0.739	Not Significant
Life skills	237.01	20.033	240.92	18.958	1.591	Not Significant

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

It is inferred from the above table that there is no significant difference between elementary teacher education students from nuclear family and joint family in

their personal skill, emotional skill, social skill, communication skill, managing skill and life skills.

**Table-4*****Difference Between Male and Female Elementary Teacher Education Students in Their Academic Achievement***

Variable	Male (N=31)		Female (N=239)		Calculated 't' value	Remarks at 5% level
	Mean	SD	Mean	SD		
Academic Achievement	70.02	9.343	72.40	12.644	1.276	Not Significant

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

It is inferred from the above table that education students in their academic there is no significant difference between achievement. male and female elementary teacher

**Table-5*****Difference Between Urban and Rural Elementary Teacher Education Students in their Academic Achievement***

Variable	Urban (N=143)		Rural (N=127)		Calculated 't' Value	Remarks at 5% Level
	Mean	SD	Mean	SD		
Academic Achievement	72.30	11.798	71.94	12.926	0.237	Not Significant

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

It is inferred from the above table that education students in their academic there is no significant difference between achievement. urban and rural elementary teacher

**Table-6*****Difference Between Elementary Teacher Education Students from Nuclear Family and Joint Family in their Academic Achievement***

Variable	Nuclear family (N=173)		Joint family (N=97)		Calculated 't' Value	Remarks at 5% Level
	Mean	SD	Mean	SD		
Academic Achievement	73.08	12.771	70.44	11.336	1.757	Not Significant

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

It is inferred from the above table that there is no significant difference between elementary teacher education students from nuclear family and joint family in their academic achievement.

**Table-7**  
***Relationship Between Life Skills and Academic Achievement of Elementary Teacher Education Students***

<b>Life skills and its Dimensions</b>	<b>Calculated <math>\gamma</math> value</b>	<b>Remarks at 5% level</b>
Personal skill	0.123	Significant
Emotional skill	0.046	Not Significant
Social skill	0.029	Not Significant
Communication skill	0.037	Not Significant
Managing skill	0.047	Not Significant
Life skills	0.072	Not Significant

(At 5% level of significance for 268 df the table value of ' $\gamma$ ' is 0.113)

It is inferred from the above table that there is no significant relationship between emotional skill, social skill, communication skill, managing skill and life skills and academic achievement of elementary teacher education students, but there is significant relationship between personal skill and academic achievement of elementary teacher education students.

**FINDINGS**

1. There is no significant difference between male and female elementary teacher education students in their personal skill, communication skill and managing skill, but there is significant difference between male and female elementary teacher education students in their emotional skill, social skill and life skills. While comparing the mean scores of male and female elementary teacher education students, the female

elementary teacher education students are better in their emotional skill, social skill and life skills.

2. There is no significant difference between urban and rural elementary teacher education students in their personal skill, managing skill and life skills, but there is significant difference between urban and rural elementary teacher education students in their emotional skill, social skill and communication skill. While comparing the mean scores of urban and rural elementary teacher education students, the rural elementary teacher education students are better in their emotional skill and communication skill. While comparing the mean scores of urban and rural elementary teacher education students, the urban elementary teacher education students are better in their social skill.

3. There is no significant difference between elementary teacher education students from nuclear family and joint family in their personal skill, emotional skill, social skill, communication skill, managing skill and life skills.
4. There is no significant difference between male and female elementary teacher education students in their academic achievement.
5. There is no significant difference between urban and rural elementary teacher education students in their academic achievement.
6. There is no significant difference between elementary teacher education students from nuclear family and joint family in their academic achievement.
7. There is no significant relationship between emotional skill, social skill, communication skill, managing skill and life skills and academic achievement of elementary teacher education students, but there is significant relationship between personal skill and academic achievement of elementary teacher education students.

## INTERPRETATIONS

The 't' test result reveals that the female elementary teacher education students are better in their emotional skill, social skill and life skills than male elementary teacher education students. This may be due to the fact that as a female one has more affection for their parents and family members. So their emotional skill is high and can tackle the family related problems easily. When this skill develops, relatively their social skill improves. As they are aware of the

ethos and values of their family life, they can be better with the society. When the above skills improve, automatically their life skills improve. So it can be said that the female are better in their life skills.

The 't' test result reveals that the rural elementary teacher education students are better in their emotional skill and communication skill than the urban students. This may be due to the fact that, they are totally different from urban students. As they know and value the ethos of family life due to the fact that their family relationship is very deep. Their parents have ample time to spend with them and meticulously meet their requirements and have deep and true love for each other. From this we could understand that the rural students are able to make their family background better than the urban students. The urban elementary teacher education students are better in their social skill than the rural students. This may be due to the fact that the urban students, now-a-days are more conscious and serious on this point and consequently they are more aware of this concept. Hence they might have surpassed the rural students by dint of hard work.

The 'y' test result reveals that there is significant relationship between personal skill and academic achievement of elementary teacher education students. This may be due to the fact that the personal skill and academic achievement have a close relationship. If one has the ability to improve his personal skill or learn the skill, the relative achievement will be productive and enormous. So both have positive relationship.

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## CONSTRUCTION AND STANDARDIZATION OF MENTAL HEALTH SCALE

4

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### INTRODUCTION

According to Menninger (1945) "Mental health is the adjustment of human beings to the world and to each other with a maximum of effectiveness and happiness".

Hadfield said, "Mental health is the full and harmonious functioning of whole personality."

Mental health involves continuous adjusting rather than a static condition and is therefore a progressive goal. It is an ability to cope with the present and in all likelihood to adjust satisfactorily in the future. It involves physical, mental and emotional phases of adjusting behavior as well as nature of work and attitudes toward situations and obstacles.

But in contemporary society, mental health has become a major problem affecting almost every person. Mental health hazards significantly increased in number and complexity, and these hazards have also affected the physical efficiency of individuals, causing a variety of psychometric disorders. So, mental health

is now recognized as an important aspect of an individual's total development.

Adolescence is a period of span of growth and development of all the internal and external organs of the body. To the maximum, all psychological changes occur. Emotional instability is often experienced. Conflicts may arise between the adolescent and their parents, teachers, friends, education, society etc, which are difficult to resolve. The change over to a new pattern of habits creates development of mental health or sometimes mental illness in adolescents.

### THE NEED FOR MEASURING MENTAL HEALTH OF ADOLESCENTS

Mental health is a state of emotional and psychological well-being in which an individual is able to use his or her cognitive and emotional capabilities, functions in society, and meet the ordinary demands of everyday life. Students who are at the secondary school are in the beginning of adolescence period i.e., 13 years of age and generally IX standard level. In this stage, adolescence has lot of confusions about

their perception of self, emotional balance, academic achievement etc. The students have to associate with the parents, teachers, peers, and community for the successful completion of their studies. The teachers of secondary class have to understand their students' mental health level to handle them effectively and efficiently. In this context the investigator attempts to develop the mental health scale.

## **CONSTRUCTION OF SCALE FOR MEASURING MENTAL HEALTH OF ADOLESCENCE**

### **Step-I**

Collect a large set of items relating to the mental health factors. The statements can be collected from a wide variety of sources like i) discussion with educational experts' ii) discussion with mental health counselors, iii) review of thematic and research works. From these sources, 100 items were collected during this stage.

### **Step-II**

The collected items were edited or modified or omitted on the basis of the following criteria,

- i) Each and every statement should be short.
- ii) Avoid double negative statements.
- iii) Avoid abstract or complex ideas or terminology.
- iv) The item should not lengthy.
- v) The statement should be capable of eliciting an opinion.
- vi) The respondent should clearly understand the meaning of the item.

90 items out of 100 were retained during this stage.

### **Step-III**

The pilot study is concerned with refining the items collected. The refinement of items has been conducted at two levels a) Judgement analysis and b) Item analysis.

#### **a) Judgement Analysis**

All the 90 items were given to an expert council. The expert committee consists of four members including research supervisor and co-supervisor. They were requested (i) to indicate whether the items were clearly stated and easily understood by the respondents (ii) to identify the item suitable for respondents with respect to their age and (iii) to suggest necessary modifications if any. On the basis of the expert council's judgement, some items were modified, some items were rearranged and some were eliminated. At last 75 items were retained. The items of the scale had four categories of responses namely always, often, rarely and never (four-point scale).

#### **b) Item analysis**

The tool consists of 75 items as per the judgement analysis; it was decided to subject all the 75 items under item analysis procedure. The tool was given to a sample of 100 students of standard IX and X who were randomly selected from different schools. Students were asked to respond their position in each item without skipping any one and no time limit was imposed. The filled in scale were collected and scored in the order 3, 2, 1 and 0 for the response always, often, rarely and never for positive items. The scoring procedure was reversed (0, 1, 2, and 3) for negative items. Scores

obtained by each individual were summed up and used for further analysis.

- i) Item-total correlation co-efficient was used to select the valid items for the final study. The scores of each item correlated with total scores and r value was obtained for each item.
- ii) Then the scores were arranged from the highest to the lowest. The top 27% of the scripts (N=27) were kept in one group, which was as known high group. The bottom 27% of the scripts (N=27) was kept in another group, which was known as low group. The middle group that consists of 46% of the respondent scripts was not considered. Then the significance of difference between the high group and low group was found using 't'- test for each items.

The items with  $r \geq 0.27$  and  $t \geq 2.66$  were selected as valid item for final scale. Therefore 46 items out of 75 were selected.

### Reliability

The test-retest method was used for measuring the reliability of the scale. A Sample of 30 students of four different schools participated in the test of reliability. The result of test-retest scores shows a correlation coefficient of 0.82. It indicates that the tool is highly reliable.

### Final Tool

The final tool of the mental health scale has 46 valid items. The tool has equal number (23) of positive and negative items. The scale is a four point scale Always, Often, Rarely and Never.

### Scoring Procedure

The score is (3) for always, (2) for often, (1) for rarely, and (0) for never in positive items and reverse for negative items. The maximum possible score will be 138 and minimum will be zero.

### *Some of the items of Mental Health Scale are*

S. No.	Statements	Always	Often	Rarely	Never
1	I am happy in my day to-day activities				
2	I am aware of my talents.				
3	I feel that often I lose my self-respect.				
4	I am afraid that I may be neglected by my friends.				
5	I get irritated often.				
6	I give expression to my emotions softly.				
7	I do not feel jealous with the student who is appreciated by teachers.				
8	I am afraid to question the teachers.				
9	I keep my emotions under control.				
10	I feel depressed when I am teased by my friends.				

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## ATTITUDE OF WOMEN STUDENTS TOWARDS WOMEN'S COLLEGE IN RELATION TO MENTAL HEALTH

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### INTRODUCTION

Attitudes have intellectual, biological, social, and emotional components that are derived from experience and exercise a determining influence upon behaviour. Any definition that includes all of the connotative aspects implied by the term attitude must be broad and vague, yet it is necessary somehow to limit this discussion to a specific concept. For this purpose an attitude is defined as a developmental state of organism valence, created by psycho-biological processes, exerting a motivational influence upon the individual's responsive behaviour in situations directly and indirectly related to it. A variety of patterns are included in an individual's array of attitudes.

Attitude have four dimensions intensity, direction, extensity and duration. Each of these aspects is important in understanding attitudes and their influence upon behaviour. Assessment of these characteristics is done most frequently by observations of behaviour, but attempts have been made to develop tests to evaluate attitudes. Behaviour patterns provide evidence of each of these dimensions whereas most tests simply attempt to survey

the attitudinal pattern and determine their positive or negative direction.

### Attitude

According to Edward (1957), "Attitude is the degree of positive or negative affect associated with some psychological object".

According to Cantrill (1934), "Attitude is more or less a permanent enduring state of readiness of mental organization which predisposes an individual to react in the characteristic way to any subject or situation with which it is related".

### Mental health

Man is an integrated psychosomatic unit whose behavior is determined by both physical and mental factors. Mental health is a normal state of well-being and defined as a condition and level of social functioning which is socially acceptable and personally satisfying.

Bernard (1970) defines mental health as, The adjustment of an individual within of themselves and the world at large, with maximum of effectiveness, satisfaction, cheerfulness and socially considerate behaviour and the ability of facing and accepting the realities of life.

According to Kalider et. al., (1962) 'mental health is the measure of a persons ability to shape his environment to adjust life and he has to face it and to do so what a reasonable amount of satisfaction, success, efficiency and happiness.

### **NEED FOR THE PRESENT STUDY**

Women's education is being considered as an imperative step for the National Development. Equal Importance is being offered for the women-folk without any discrimination. Due to some constraints prevailing in the society, specific measures are being taken in the field of education to encourage women education. One such measure is organization of separate colleges for women students in the area of higher education. When women students pursue their higher education in co-education institutions, they may come across a good number of hardships. In order to overcome the difficulties faced by the women students in higher education institutions, the provisions like exclusive institutions for women students have come into force. But, when we have a close peep over this issue to what extent the women students are in favour of exclusive Women's College. Some of the students may be in favour of the Women's College system and some of the students may put forth their arguments that they should not be segregated in the name of gender. They may strongly believe that they may liable to loose many golden opportunities to have an interaction with other gender. This may lead to develop a narrow mindedness, parochial outlook and conservative outmoded, beliefs. This study has been undertaken with the specific purpose of assessing the Attitude of Women

students towards Women's College.

This study has been conducted in relation to other variable mental health. Mental health of the students is an important factor deciding the destiny of the students. Students should be completely free from any type of mental illness. Those who are facing this type of illness cannot succeed in their goals and the students those who are having sound mental health, are capable of reaching their goals in life. That is why, it has been decided to include Mental Health as one of the variable of this study.

### **OBJECTIVES OF THE STUDY**

1. To find out the attitude of women students towards women's college.
2. To find out the level of mental health of women students.
3. To find out if there is any significant difference in the attitude of women students towards women's college with respect to their
  - a. Type of family (Joint family , Nuclear family)
  - b. Educational status of father (illiterate, literate, school education, higher education)
4. To find out if there is any significant difference in their mental health with respect to their
  - a. Type of family (Joint family , Nuclear family)
  - b. Educational status of father (illiterate, literate, school education, higher education)
5. To find out if there is any significant relationship between attitude of women students towards women's college and mental health.

## NULL HYPOTHESES OF THE STUDY

1. Women students have unfavourable attitude towards women's college.
2. Women students have low level of Mental Health.
3. There is no significant difference in the attitude of women students towards women's college with respect to their
  - a. Type of family (Joint family , Nuclear family)
  - b. Educational status of father (illiterate, literate, school education, higher education)
4. There is no significant difference in the mental health of women students with respect to their
  - a. Type of family (Joint family , Nuclear family)
  - b. Educational status of father (illiterate, literate, school education, higher education)

5. There is no significant relationship between the attitude of women students towards women's college and mental health.

## METHOD OF STUDY

Normative survey method was adopted in this study. A random sample of 1040 female students were selected from 14 women's colleges in Namakkal District.

## Tools used in the study

1. "Attitude of women students towards women's college" - An attitude scale constructed and validated by the investigator (2011)
2. Mental health inventory (MHI) by Jagdish and A.K.Srivastava (1997).

## STATISTICAL TECHNIQUES USED

The statistical techniques such as mean, standard deviation, 't'- test, 'F'- test and Pearson's product moment correlation were computed.

## DESCRIPTIVE ANALYSIS

**Table-1**

*Mean and standard deviation of sub samples and entire sample of attitude of women students*

S. No.	Sample	Sub samples	N	Mean	Standard deviation
1.	Type of family	Joint family	202	172.18	14.24
		Nuclear family	838	172.52	14.33
2.	Educational status of father	Illiterate	93	170.84	11.59
		Literate	289	171.71	14.19
		School education	451	173.25	14.24
		Higher education	207	172.45	15.63
3.	Attitude of women students	Entire sample	1040	172.45	14.31

It is evident from the Table 1 that the calculated mean and standard deviation of entire sample is found to be 172.45 and 14.31. The mean value is lower than the mid value of the attitude scale. Therefore it is inferred that women students are having unfavourable attitude towards women's college.

**Table-2**

*Mean and standard deviation of subsamples and entire sample of mental health*

S. No.	Sample	Sub samples	N	Mean	Standard deviation
1.	Type of family	Joint family	202	146.38	9.55
		Nuclear family	838	146.59	9.04
2.	Educational status of father	Illiterate	93	144.12	7.83
		Literate	289	146.19	9.61
		School education	451	146.78	8.65
		Higher education	207	147.65	9.86
3.	Mental health	Entire sample	1040	146.55	9.14

It is evident from the Table 2 that the calculated mean and standard deviation of entire sample is found to be 146.55 and 9.14 when compared to the norms, the mental health of entire sample is poor. Therefore it is inferred that women students are having poor mental health.

**DIFFERENTIAL ANALYSIS**

**Table-3**

*'t' values for Attitude of women students towards women's college among the joint family and nuclear family.*

Variable	Type of family	N	Mean	Standard deviation	't' value	Level of Sig. 0.05
Attitude of women students	Joint family	202	172.18	14.24	0.29	Not significant
	Nuclear family	838	172.52	14.33		

It is evident from the Table 3 that the calculated 't' value is found to be 0.29 which is not significant. Hence, it is inferred that there is no significant difference between joint family and nuclear family of the women students in their attitude towards women's college. Hence the null hypothesis no. 3(a) is accepted.



**Table-4.*****ANOVA for the attitude of women students towards women's college - educational status of father.***

Variable	Source of variation	Sum of square	df	Mean square	'F' value	Level of Sig. 0.05
Attitude of women students	Between groups	687.81	3	229.27	1.12	Not significant
	Within groups	212096.23	1036	204.72		
	Total	212784.05	1039			

The results of the Table 4 shows that the calculated 'F' value is found to be 1.12 which is not significant. Hence, it is inferred that there is no significant difference among the attitude of women students towards

women's college belonging to illiterate, literate, school education and higher education. Hence the null hypothesis no.3(b) is accepted.

**Table-5*****'t' values for Mental health among the joint family and nuclear family of the women students***

Variable	Type of family	N	Mean	Standard deviation	't' value	Level of Sig. 0.05
Mental health	Joint family	202	146.38	9.55	0.29	Not significant
	Nuclear family	838	146.9	9.04		

It is evident from the Table 5 that the calculated 't' value is found to be 0.29 which is not significant. Hence, it is inferred that there is no significant difference between

joint family and nuclear family of the women students in their mental health. Hence the null hypothesis No. 4(a) is accepted.

**Table-6*****ANOVA for mental health among the women students - educational status of father***

Variable	Source of variation	Sum of squares	df	Mean square	'F' value	Level of Sig. 0.05
Mental health	Between groups	861.91	3	287.30	3.46	Significant
	Within groups	86008.62	1036	83.02		
	Total	86870.53	1039			

The results of the Table 6. Shows that the calculated 'F' value is found to be 3.46 which is significant. Hence, it is inferred that there is significant difference among the women students belonging to educational status of

father illiterate, literate, school education and higher education regarding their mental health. Hence the null hypothesis No. 4(b) is rejected.

**Table-7**  
**Correlation Analysis**  
**Relationship between the attitude of women students towards women's college and mental health**

Variables	'r' value	Level of Significance
Attitude of women students towards women's college	0.04	Not significant at 0.05 level
Mental health		

The above table 7 reveals that there exists no significant relationship among the attitude of women students towards women's college and their mental health. Hence the null hypothesis No. 5 is accepted.

**FINDINGS**

- The attitude of women students towards women's college is unfavourable.
- The mental health of women students is poor.
- There is no significant difference in the attitude of women students towards women's college in respect to type of family.
- There is no significant difference in the attitude of women students towards women's college with respect to educational status of father.
- There is no significant difference in the mental health of women students with respect to type of family.
- There is significant difference in the

mental health of women students with respect to educational status of father.

- There is no significant relationship between attitude of women students towards women's college and mental health.

**RECOMMENDATIONS**

- Counselling centres to be opened in the college with qualified persons to develop the favourable attitude towards women's college.
- The staff should handle the students problems amicably to remove the unfavourable or negative attitude towards women's college.
- Programmes in Yoga and Meditation should be conducted to develop the mental health of women students.
- The institution should make arrangements to go for frequent field trips to improve the mental health of women students.

## CONCLUSION

As stated earlier, in the present study, Attitude of women students towards women's college is unfavourable and mental health of women students is poor. Further there exists no significant relationship between the attitude of women students towards women's college and mental health. Education imparted today from Institutes of Higher studies, create highly competitive

environment among students which lead to greater Mental stress, therefore measure of Mental health of students are long awaited in Higher Education. Mental Health in India is looked upon from the angle of mentally challenged people only, this restricted approach need to be widened. Last but not the least, teachers should always keep in mind the issues of students like Mental Health, while designing mode of imparting instructions to the students.

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## VALUE PERCEPTION OF FISHING COMMUNITY ADOLESCENTS

6

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### INTRODUCTION

The quality of a nation depends upon the quality of its citizens. The quality of the citizens rests upon the quality of their education. The quality of their education depends upon the values, dedication and quality of teaching. It is not brick and mortar of the classroom that teach but the dialogues, rapports and interactions supported by deeds, between the learners and the mentors, developing all the time within its four walls can make the destiny of the youngsters and in turn that of the nation. The progressive voice of a school trains the mind and abilities of the students along with accumulating knowledge that enhances their life. By catering to the students' interests, the educational school warps the strong determination of the students steeped in national culture and values. All their activities have got into a groove to produce positive virtues and energies directed towards the purpose of social benefits. The different dimensions of intelligence and value are an important ingredient of modern civilization; and are the essential attribute of the members of a progressive onward moving society. The cultural purity and societal diversity

of India provide enough opportunities to Indian children for the acquisition of higher order achievement through rich and varied interpersonal interactions. Value perception is characterized by the potency dimension of multiple measurements. As one of the components of the social behavior, it is acquired through social interaction and cultural integration in different socio-cultural settings.

Value perception is often related to one's belief system. Values on the part of students are yet largely unheard of in a society with materialism which is one of the most destructive belief systems on the world. It also refers to the human capacity to understand the environment to solve problems. The capacity of both logical and abstract thought memory and creativity are also part of cognition, which means the orderly changes that occur in the way the children understand and cope with their world. The success of an individual in the society depends largely upon the extent to which one has acquired the richness and potency of intelligence desirable for one's self actualization, growth and development. For a successful interpersonal interaction, a higher order academic achievement is an

essential disposition for an individual. This investigation discusses the value perception on academic achievement of fishing community adolescents.

### **NEED FOR THE STUDY**

Health problems may arise due to incompatibility between the demands of the educational system and the characteristics of learner or between learner's expectations and the educational processes or both. Such incompatibilities are becoming more and more salient in the context of increasing competition in the job market, increased pressure for achievement from parents, uncertain future and parental aspirations and their desire for compensation through their progeny. Failure in examination, under achievement and the resulting frustration are becoming prominent features of educational life at school as well as at the higher educational levels, leading a wide range of health problems having far reaching consequences for individual as well as society well being. This is reflected in a recent analysis of suicide among students. Since the course which they are studying is only one year but the syllabus and the project works to be completed are many, the adolescents are more anxious in completing their project works in time, the failure of which results in them more values about future examinations, for which they have to cover a lot of syllabus. They have more value perception about their future plans since each and every adolescent who is in a queue of completing their course will be waiting for a job notification through which they can get a government job.

So, teacher educators, administrators, policy planners and guidance personnel connected with teacher education programmes, should think of ways and means of reducing the level of frustration. Thus it was thought prudential by the investigator to study value perception of fishing community adolescents.

### **STATEMENT OF THE PROBLEM**

The problem of the study is stated as, **“Value Perception of Fishing Community Adolescents”**.

### **OPERATIONAL DEFINITIONS OF KEY TERMS**

#### **Value Perception**

By the term ‘Value Perception’ means a set of skills such as personal values, educational values, physical values, moral values, cultural values, social values, literary values and aesthetic values.

#### **Fishing Community Adolescents**

Adolescents are the period of transition from childhood to adulthood characterized by rapid physical, emotional, social and behavioral changes. On the onset of puberty to the age of maturity (generally from 13<sup>th</sup> to 19 years). Here ‘adolescents’ denotes boys and girls aged 14 – 17 years. These adolescents (IX, X, XI, and XII standard) are belonging to fishing community.

### **OBJECTIVES**

1. To find out the level of value perception of fishing community adolescents with respect to the following background variables.
  - a. Gender and
  - b. Educational Qualification of Students

2. To find out the differences, if any, in the value perception of fishing community adolescents with respect to the following background variables.
  - a. Gender
  - b. Educational Qualification of Students

### NULL HYPOTHESES

1. There is no significant difference between male and female fishing community adolescents in their personal values, educational values, physical values, moral values, cultural values, social values, literary values, aesthetic values and value perception.
2. There is no significant difference between IX, X and XI, XII standard students in their personal values, educational values, physical values, moral values, cultural values, social values, literary values, aesthetic values and value perception.

### METHODOLOGY

The researcher adopted the survey method to study the value perception of fishing community adolescents.

#### (i) Population and Sample

The population for the present study consisted of the fishing community adolescents in Kanyakumari district. 1000 fishing community adolescents (IX, X, XI and XII standard) were taken for this investigation. The investigator collected the data from schools in Kanyakumari district. They were selected randomly from each school..

#### (ii) The Tool

The investigator has used a self made tool. The Value Perception Assessment Scale (MIAS) developed by Mahesh Kumar and Thamodharan (2011). The content validity of the tool was established by experts' opinion. Test-re-test method was followed for establishing the reliability of the tool. For this, the tool was administered on fishing community adolescents in higher secondary school randomly selected and got the response. After 20 days, the investigator gave the same tool to the same set of students for establishing reliability of the tool. Thus, the tool is taken as reliable. The tool has eight dimensions, each dimension has 20 statements totally 160 statements. The statements are scored based on 3 point Likert – type scale. An individual may get the lowest score of 160; and the possibility of highest score of 480.

#### (iii) Statistical Techniques Applied

The statistical techniques applied for the study were:

- Percentage Analysis and
- 't' test

#### (iv) Delimitations of the study

1. The study is conducted in higher secondary schools only.
2. The area chosen for conducting the study was only at Kanyakumari district only.
3. The study was conducted on a population of 1000 adolescents only.
4. Only the limited variables were taken for this study.

## FINDINGS

**Table-1**  
*Level of Value Perception of Fishing Community Adolescents*

Dimensions	Total Sample	Low		Moderate		High	
		No.	%	No.	%	No.	%
Personal Values	1000	172	17.2	622	62.2	206	20.6
Educational Values		167	16.7	617	61.7	216	21.6
Physical Values		162	16.2	613	61.3	225	22.5
Moral Values		163	16.3	604	60.4	233	23.3
Cultural Values		162	16.2	615	61.5	223	22.3
Social Values		162	16.2	613	61.3	225	22.5
Literary Values		162	16.2	616	61.6	222	22.2
Aesthetic Values		170	17.0	619	61.9	211	21.1
Value Perception		164	16.4	666	66.6	170	17.0

(Low = Below 40; Moderate = Between 40-60; High = Above 60 from the 'T' Scores)

The above table reveals that 16.4%, adolescents have low, moderate and high 66.6% and 17% of fishing community level of value perception respectively.

**Table-2**  
*Level of Value Perception of Fishing Community Adolescents with Respect to Gender*

Dimensions	Male						Female					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Personal Values	76	16.9	280	62.2	94	20.9	96	17.5	342	62.2	112	20.4
Educational Values	65	14.4	286	63.6	99	22.0	102	18.5	331	60.2	117	21.3
Physical Values	70	15.6	280	62.2	100	22.2	92	16.7	333	60.5	125	22.7
Moral Values	77	17.1	265	58.9	108	24.0	86	15.6	339	61.6	125	22.7
Cultural Values	72	16.0	276	61.3	102	22.7	90	16.4	339	61.6	121	22.0
Social Values	67	14.9	281	62.4	102	22.7	95	17.3	332	60.4	123	22.4

Dimensions	Male						Female					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Literary Values	75	16.7	277	61.6	98	21.8	87	15.8	339	61.6	124	22.5
Aesthetic Values	76	16.9	279	62.0	95	21.1	94	17.1	340	61.8	116	21.1
Value Perception	61	13.6	315	70.0	74	16.4	103	18.7	351	63.8	170	17.0

(Low = Below 40; Moderate = Between 40-60; High = Above 60 from the 'T' Scores)

13.6%, 70% and 16.4% of male community adolescents, 18.7%, 63.8% and 17% have low, moderate and high level of value perception respectively. Regarding female fishing community adolescents have low, moderate and high level of value perception respectively.

**Table-3**

***Level of Value Perception of Fishing Community Adolescents with Respect to Educational Qualification of Students***

Dimensions	IX, X						XI, XII					
	Low		Moderate		High		Low		Moderate		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Personal Values	88	17.6	307	61.4	105	21.0	84	16.8	315	63.0	101	20.2
Educational Values	87	17.4	307	61.4	106	21.2	80	16.0	310	62.0	110	22.0
Physical Values	80	16.0	303	60.6	117	23.4	82	16.4	310	62.0	108	21.6
Moral Values	76	15.2	304	60.8	120	24.0	87	17.4	300	60.0	113	22.6
Cultural Values	82	16.4	309	61.8	109	21.8	80	16.0	306	61.2	114	22.8
Social Values	81	16.2	307	61.4	112	22.4	81	16.2	306	61.2	113	22.6
Literary Values	80	16.0	307	61.4	113	22.6	82	16.4	309	61.8	109	21.8
Aesthetic Values	82	16.4	308	61.6	110	22.0	88	17.6	311	62.2	101	20.2
Value Perception	89	17.8	313	62.6	98	19.6	75	15.0	353	70.6	72	14.4

(Low = Below 40; Moderate = Between 40-60; High = Above 60 from the 'T' Scores)



17.8%, 62.6% and 19.6% of IX, X standard students have low, moderate and high level of value perception respectively. Regarding XI, XII standard students, 15%, 70.6% and 14.4% have low, moderate and high level of value perception respectively.

There is no significant difference between male and female fishing community adolescents in their personal values, educational values, physical values, moral values, cultural values, social values, literary values, aesthetic values and value perception.

**Null Hypothesis-1**

**Table-4**

***Difference Between Male and Female Fishing Community Adolescents In Their Value Perception***

Dimensions	Male (N = 450)		Female (N = 550)		Calculated 't' value	Remarks
	Mean	S.D.	Mean	S.D.		
Personal Values	50.51	3.080	50.40	3.101	0.562	NS
Educational Values	50.41	3.035	50.68	3.156	1.991	S
Physical Values	50.60	3.092	50.57	3.126	0.140	NS
Moral Values	50.60	3.183	50.65	3.081	0.266	NS
Cultural Values	50.64	3.096	50.57	3.105	0.332	NS
Social Values	50.68	3.077	50.52	3.133	0.819	NS
Literary Values	50.51	3.106	50.64	3.094	0.643	NS
Aesthetic Values	50.46	3.092	50.47	3.106	0.024	NS
Value Perception	455.18	10.674	455.04	11.851	0.208	NS

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

It is inferred from the above table that there is no significant difference between male and female fishing community adolescents in their personal values, physical values, moral values, cultural values, social values, literary values, aesthetic values and value perception.

and female fishing community adolescents in their educational values. While comparing the mean scores of female and male fishing community adolescents, female fishing community adolescents (mean = 50.68) are better in educational values than male fishing community adolescents (mean = 50.41).

It is inferred from the above table that there is significant difference between male

## Null Hypothesis-2

There is no significant difference between IX, X and XI, XII standard students

in their personal values, educational values, physical values, moral values, cultural values, social values, literary values, aesthetic values and value perception.

**Table-5**

### *Difference between IX, X and XI, XII Standard Students in Their Value Perception*

Dimensions	IX, X (N = 500)		XI, XII (N = 500)		Calculated 't' value	Remarks
	Mean	S.D	Mean	S.D		
Personal Values	50.43	3.121	50.46	3.063	0.143	NS
Educational Values	50.46	3.129	50.60	3.079	0.733	NS
Physical Values	50.64	3.133	50.53	3.088	0.580	NS
Moral Values	50.75	3.091	50.51	3.159	1.204	NS
Cultural Values	50.57	3.089	50.64	3.112	0.326	NS
Social Values	50.58	3.108	50.60	3.110	0.071	NS
Literary Values	50.61	3.105	50.56	3.095	0.255	NS
Aesthetic Values	50.56	3.101	50.37	3.095	0.949	NS
Value Perception	455.30	11.807	454.90	10.843	0.555	NS

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

It is inferred from the above table that there is no significant difference between IX, X and XI, XII standard students in their personal values, educational values, moral values, cultural values, social values, literary values, aesthetic values and value perception

## DISCUSSIONS AND RECOMMENDATIONS

The present study shows that there is significant difference between male and female fishing community adolescents in their educational values. Female students are better in educational values than male fishing community students. This may be due to their level of aspiration,

interest, concentration and involvement in education. They are the enjoying in their studies. Now a day female students are more aware in educational values, this value help to them for the development of their family and society.

Students need to pay more attention to their intelligences and values. Respondents can increase their value perception level by reading newspapers, listening news, attending the quiz programmes, participating in all the activities and developing the spiritualism. Students can increase their intelligence skills by attending and organizing social development programmes. They should be aware of the social problems and develop social skills,

social tolerance and social leadership skills etc. When a student with higher value perception may get lower academic achievement, the reasons must be found out. For in this case give proper guidance and counseling and give opportunity to develop value perception and academic achievement. Curricular and co-curricular activities should be promoted. Students should be encouraged to develop their value perception and academic achievement.

The teachers can increase the student's value perception and academic achievement level by using special techniques and methods of teaching. A potential approach to any kind of intellectual activity in education should be followed. Education is a powerful instrument to fight out the parochial, communal, narrow minded and sectarian tendencies by fostering better understanding and by widening the mental horizons of all people concerned. Different educational, sociological and propagandistic agencies should work with responsibility and systematically to inculcate right values and proper attitudes in order to develop the sense of basic knowledge, values and competencies. Schools have to play a vital role in fostering, value perception and academic achievement among fishing community adolescents through proper organisation of the educational programmes.

### **SUGGESTIONS FOR FURTHER RESEARCH**

The investigator would like to suggest the following research topics for further studies:

1. A similar study may be undertaken for college students, student teachers and polytechnic students.

2. This study can be extended to school and college teachers.
3. The sample is taken from Kanyakumari district only. It can be extended to other districts.
4. Value Perceptions of college students studying in various types of colleges and
5. Some more dimensions were included and can be taken into account for further investigation.

### **CONCLUSION**

A number of important implications for learning and teaching and those ideas are considered within the context of value perception which impact on the academic achievement that students might employ during learning. Although much of the research on value perception and academic achievement has been conducted with children, the literature on adult education is cited to prove evidence. In today's materialistic and highly competitive world, man seems to be losing their identity and direction. Fast growing technological changes have put a lot of pressure on them that blinds their vision for other alternatives of growth and survival. Man seems to have become a machine forgetting their true essence and original needs with which they came to earth. Career, competition, jobs, more money, higher status, etc. are the slogans of the day. Breathe a moment, give a chance to us for *self-reflection*. Find some relevance of *values* not only with our career and career planning, but also with our life and success.

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## ACHIEVEMENT IN MATHEMATICS OF STANDARD IX STUDENTS IN RELATION TO THEIR LOGICAL MATHEMATICAL INTELLIGENCE

7

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### INTRODUCTION

Geography is a field of science dedicated to the study of the lands, the features, the inhabitants, and the phenomena of the earth. literal translation would be “to describe or write about the Earth”. The first person to use the word “geography” was Eratosthene. Four historical traditions in geographical research are spatial analysis of the natural and the human phenomena, study of the man-land relationship, and research in the Earth sciences Geography has been called “the world discipline” and “the bridge between the human and the physical science”. Geography is divided into two main branches: human geography and physical geography. Today geography is important subject every student must have knowledge about geography. But the teacher teaches geography in school by Traditional method .Hence the students do not understand various concepts in geography. Sometimes teacher uses maps and pictures while teaching geography .But there are some topics in geography ,students do not understand the some concepts only by using maps and pictures. The teacher must have to participate to the students in their teaching .For thus teacher must use

the experimental method for some topics. can have participation of the students if we teach them practically by experimental method .Present research focuses on effect of the use of L.C.D for teaching geography Active learning is about learning by doing (Gibbs, 1988). It involves student-focused approach (Prosser & Trigwell, 1999). (Biggs, 2003; Ramsden, 2003). ‘Good practice uses active learning techniques’ (Chickering & Gamson, 1987, 3). Gibbs (1988, 9), ‘It is not enough just to do, and neither is it enough just to think. Nor is it enough simply to do and think. Learning from experience must involve linking the doing and the thinking.’ The theory and practice of active learning in geography and environmentally.

### OBJECTIVE

1. To compare the effectiveness of teaching through traditional method and L.C.D. in geography of 8<sup>th</sup> class students.
2. To compare the effectiveness of 8<sup>th</sup> teaching through traditional method and L.C.D. in geography of 8<sup>th</sup> boys students.
3. To compare the effectiveness of teaching through traditional method and L.C.D.

in geography of 8<sup>th</sup> girls students.

4. To compare the academic achievement of pre-test and post –test of method

### HYPOTHESIS OF THE STUDY

1. There is no significant difference between the mean score of academic achievement in 8<sup>th</sup> class students in geography taught through traditional method of teaching and L.C.D projector.
2. There is no significant difference between the mean score academic achievement boys in 8<sup>th</sup> class in geography taught through traditional

method of teaching and L.C.D projector.

3. There is no significant difference between the mean score academic achievement girls in 8<sup>th</sup> class in geography taught through traditional method of teaching and L.C.D projector.

### METHODOLOGY

For present research were one secondary school was selected by randomly 30 students was selected by random sampling. It is use single group design of experimental method is used by the researcher.

Group	Number of Students
Pre-test	30
Post test	30

### VARIABLES :

#### Independent variable

1. Teaching thought Traditional Method
2. Teaching in L.C.D Projector.

#### Dependent variable

Scores of post-test obtain by the students.

### DATA ANALYSIS AND INTERPRETATION

#### Hypothesis-1

There is no significant difference between the mean score academic achievement in 8<sup>th</sup> class students in geography taught through traditional method of teaching and L.C.D projector

**Table-1**

*Mean Score academic achievement in 9<sup>th</sup> class students in geography taught through traditional method of teaching and L.C.D projector*

Variables	Number of Students	Mean	Standard Deviation	't' value	Level of significance
Pre-test	30	10.80	4.2215	3.987	0.05
Post test	30	14.77	3.4410		0.01

Table 1 depicts that the calculated 't' hypothesis is rejected. Thus we say that value is 3.987 which is greater than table value 0.05 level of significance. Hence the there is a significant difference between the mean score of academic achievement

in in 8<sup>th</sup> class students in geography taught through traditional method of teaching and L.C.D projector. The student concept of geography whenever uses the L.C.D. projector and students see the actual position of the inner part of the earth.

**Hypothesis-2**

There is no significant difference between the mean score academic achievement in 8<sup>th</sup> class boys in geography taught through traditional method of teaching and L.C.D projector.

**Table-2**

*Mean score academic achievement in 8<sup>th</sup> class boys in geography taught through traditional method of teaching and L.C.D projector*

Variables	Number of Students	Mean	Standard Deviation	't' value	Level of significance
e-test	15	12.00	3.9461	2.511	0.05
Post-test	15	15.53	3.7582		0.01

Table 2 depicts that the calculated 't' value is 2.511 which is greater than table value 0.05 level of significance. Hence the hypothesis is rejected. Thus, we say that there was a significant difference between the mean score of academic achievement in in 8<sup>th</sup> class boys in geography taught through traditional method of teaching and L.C.D projector The boys concept of geography

whenever uses the L.C.D. projector and students see the actual position of the inner part of the earth.

**Hypothesis-3**

There is no significant difference between the mean score academic achievement in 9<sup>th</sup> class girls in geography taught through traditional method of teaching and L.C.D projector.

**Table-3**

*Mean score academic achievement in 9<sup>th</sup> class girls in geography taught through traditional method of teaching and L.C.D projector*

Variables	Number of Students	Mean	Standard Deviation	't' value	Level of significance
Pre-test	15	9.60	4.27283.	4.40	0.05
Post test	15	14.00	3.0237		0.01

Table 1 depicts that the calculated 't' value is 3.987 which is greater than table value 0.05 and 0.01 level of significance. Hence the hypothesis is rejected. Hence,we say that there was a significant difference

between the mean score of academic achievement in in 8<sup>th</sup> class girls in geography taught through traditional method of teaching and L.C.D projector The girls concept of geography whenever uses the

L.C.D. projector and students see the actual position of the inner part of the earth.

## CONCLUSIONS

1. There is significant difference between the mean score of academic achievement in 8<sup>th</sup> class students in geography taught through traditional method of teaching and L.C.D projector.
2. There is significant difference between the mean score academic achievement boys in 8<sup>th</sup> class in geography taught through traditional method of teaching and L.C.D projector.
3. There is significant difference between the mean score academic achievement girls in 8<sup>th</sup> class in geography taught through traditional method of teaching and L.C.D projector.

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## A STUDY ON SOCIO-EMOTIONAL SCHOOL CLIMATE AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS OF KARAIKAL REGION

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### INTRODUCTION

Socio-Emotional School Climate represents the emotional tone which is a concomitant of interpersonal interaction of any institutional system. It affects all types of activities in institutional system. Knowledge about the nature and kinds of school climate may help the educational authorities in the growth and development of the institution. Socio-emotional school climate affects the role participants in numerous ways: their perceptions, motivation, morale, behaviour, adjustment, work effectiveness, learning and performance. Students studying in poor school climate may fail to develop their potential and skills to the optimum extent, and may have negative effect on their performance in school and achievements in academic and social life, while children growing up in conducive environment may show superior cognitive abilities and academic competence.

Achievement of students is the prime concern of teachers, educators and psychologists. School is the second home to children. Students' perception or attitude towards the school climate has got considerable influence over their

academic achievement. School climate includes favourable affective atmosphere at school, towards school teachers, peer group relations, curriculum, methods of teaching, facilities available in the classroom and teacher-students interaction.

### REVIEW OF RELATED LITERATURE

Sathish Kumar Kalhotra (2011) made an attempt to study parental education and perception of socio-emotional climate of the school by high school students of Jammu Region. The study revealed that there was significant relationship between levels of educational aspiration and problem solving ability. Azeezur Rahaman, (2012) examined school climate of high and low academic achievement level teachers of primary level schools. It was found no significant variation was observed between high and low academic achiever primary level teachers on security and maintenance, student academic orientation, student behavioural values, student peer relationship and student activity. Migliorini L., Manetti M., Rania N., (2012) analysed the school climate perception and the adolescent adjustment in immigrant, double heritage and Italian students. No significant

differences were found between males and females with regard to general well-being. On the contrary, there were significant differences in overall well-being in primary, middle and high school mean scores. This research has suggested that school climate is correlated to student behaviour, academic performance, relational and psychological well-being for students.

### **SIGNIFICANCE OF THE STUDY**

One of the major aims of education is the development of wholesome personality. At times in adverse conditions, the school may substitute the home situations and meet the emotional needs of those neglected in the home. Students have a good advantage point to make judgments about classroom because they encounter several learning environments and have enough time in a classroom to form accurate impressions. The present study will provide a better estimate that the students are put forth into a lot of emotional stress during the adolescent stage. In the present condition it is the right time to study the relationship between socio-emotional school climate and academic achievement of higher secondary students. It is also necessary to identify and trace the causal factors that enhance or affect the academic accomplishment of students. Academic achievement is dependent on socio-emotional climate of a school. Hence it is paramount important to study socio-emotional school climate and academic achievement of higher secondary students.

### **OBJECTIVES OF THE STUDY**

This study has been undertaken with the following objectives:

1. To identify the level of socio-emotional school climate of higher secondary students.
2. To find out the difference, if any, in the level of socio-emotional school climate of higher secondary students in terms of
  - a) Boys and Girls
  - b) Students with urban and rural school background
  - c) Students of joint and nuclear families
3. To identify the level of academic achievement of higher secondary students.
4. To examine the difference, if any, in the level of academic achievement of higher secondary students in terms of
  - a) Boys and Girls
  - b) Students with urban and rural school background
  - c) Students of joint and nuclear families
5. To find out the relationship between socio-emotional school climate and academic achievement of higher secondary students.

### **HYPOTHESES OF THE STUDY**

The following hypotheses have been framed to attain the stated objectives.

1. The level of socio-emotional school climate of higher secondary students is not high.
2. There is no significant difference in the socio-emotional school climate

between boys and girls.

3. There is no significant difference in the socio-emotional school climate between urban and rural school students.
4. There is no significant difference in the socio-emotional school climate between students of joint and nuclear families.
5. The level of academic achievement of higher secondary students is not high.
6. There is no significant difference in the academic achievement between boys and girls.
7. There is no significant difference in the academic achievement between urban and rural school students.
8. There is no significant difference in the academic achievement between students of joint and nuclear families.
9. There is no significant relationship between socio-emotional school climate and academic achievement of higher secondary students.

## **METHODOLOGY**

In order to achieve the objectives of the present investigation, survey method was employed (Garrett, 2004). The methodological detail like sample, tool, procedure of data collection, scoring procedure and statistical techniques are given below.

### **Sample**

The sample of the study consists of 200 higher secondary plus one students of Karaikal region under Union Territory

of Puducherry and was drawn through random sampling procedure. They were drawn from higher secondary students. Ten Government, Aided and Private Schools situated at Karaikal Region.

### **Tool Used**

To study the influence of socio-emotional school climate, the investigators used the tool on 'socio-emotional school climate inventory' standardized by Renuka Kumari Sinha and Rajni Bhargava (1994). The level of academic achievement of the sample was determined based on the examination marks in the annual exam (in percentage). The annual exams were conducted as per the prescribed norms of Puducherry Union Territory. The percentage of total marks of 200 students was taken for the research purpose.

## **DATA COLLECTION**

In order to assess the influence of socio-emotional school climate of the higher secondary students, the tool was distributed to them and administered faithfully in strict accordance with the directions provided.

### **Statistical Techniques Used**

In order to analyse and interpret data, the following statistical techniques – descriptive analysis, differential analysis and relational analysis (Garrett, 2004) were used.

## **ANALYSIS AND INTERPRETATION OF DATA**

For analysis and interpretation of data, the relevant input and analytical finding and inferences derived have been presented in different tables and their discussion provided after each table.

**Table-1**  
**Mean and Standard Deviation for Socio-Emotional School Climate**  
**Scores of the total students**

Variable	Number	Mean	Standard Deviation
Socio-Emotional School Climate	200	62.78	8.98

From the table - 1 it is found that the mean score of total socio-emotional school climate is 62.78 with a standard deviation of 8.98. It is observed that an individual can score a maximum of 70. So it is inferred that the higher secondary students show greater degree of favourable perception towards the school climate. Hence the hypothesis that “the level of socio-emotional school climate of higher secondary students is not high” is rejected.

**Table-2**  
**Mean, Standard Deviation and ‘t’ value for Socio-Emotional**  
**School Climate Scores of Boys and Girls**

Variables	Boys (N = 82)		Girls (N = 118)		‘t’ Value	Significant Level
	Mean	SD	Mean	SD		
Social	33.51	5.14	37.28	4.84	6.67	S
Emotional	33.38	4.86	36.78	4.35	3.40	S
Total Climate	66.89	8.47	74.06	8.05	10.07	S

S – Significant

From the above table -2 it is evident that the obtained ‘t’ values with respect to the school climate – social (6.67), emotional (3.40) and total (10.07) are significant at 0.01 level. It indicates that boys and girls differ significantly in terms of social, emotional and total school climate. Further it is observed from the above table that girls indicate greater degree of favourable perception of school climate in the dimension of social, emotional and in total climate. Since it is found that gender brings variation in the perception of total school climate, the null hypothesis that “there is no significant difference in the socio-emotional school climate between boys and girls” is rejected.

**Table-3**  
**Mean, Standard Deviation and 't' value for Socio-Emotional School Climate Scores of Urban and Rural School students**

Variables	Urban (N = 85)		Rural (N = 115)		't' Value	Significant Level
	Mean	SD	Mean	SD		
Social	34.69	5.58	37.17	5.03	6.70	S
Emotional	34.33	5.04	37.86	4.66	9.81	S
Total Climate	69.02	9.50	75.03	8.37	9.23	S

S – Significant

From the above table - 3 it is evident that the obtained 't' values with respect to the school climate – social (6.70), emotional (9.81) and total (9.23) are significant at 0.01 level. It indicates that urban and rural school students differ significantly in terms of social, emotional and total school climate. Further it is observed from the above table that rural students indicate greater degree

of favourable perception of school climate in the dimension of social, emotional and total climate. Since it is found that locale of the school brings variation in the perception of total school climate the null hypothesis that “there is no significant difference in the socio-emotional school climate between urban and rural school students” is rejected with respect to the above dimensions.

**Table-4**  
**Mean, Standard Deviation and 't' value for Socio-Emotional School Climate Scores of students of joint and nuclear families**

Variables	Joint Family (N = 41)		Nuclear Family (N = 159)		't' Value	Significant Level
	Mean	SD	Mean	SD		
Social	34.58	5.39	38.93	5.24	10.36	S
Emotional	34.75	5.17	35.40	4.76	1.69	NS
Total Climate	69.33	9.36	74.33	8.77	6.94	S

S – Significant, NS – Not Significant

From the above table - 4 it is evident that the obtained 't' values with respect to the school climate – social (10.36) and total (6.94) are significant at 0.01 level. It indicates that the students of nuclear family differ significantly in terms of social and total school climate. Further it is observed from the above table that 't' value with respect to the emotional climate (1.69) is not significant at 0.05 level. Students of

nuclear family indicate greater degree of favourable perception of school climate in the dimension of social and total climate. Since it is found that the type of family brings variation in the perception of total school climate the null hypothesis that “there is no significant difference in the socio-emotional school climate between higher secondary students of joint and nuclear families” is rejected.

**Table-5**  
**Mean and Standard Deviation for Academic Achievement**  
**Score of the whole group**

Variable	Number	Mean	Standard Deviation
Academic Achievement	200	68.46	13.97

From the table - 5 it is found that the mean of total academic achievement scores is 68.46 with a standard deviation of 13.97. It is observed that an individual can score a maximum of 100. So it is inferred that the

academic achievement of higher secondary students is just above average. Hence the hypothesis that “the level of academic achievement of higher secondary students is not high” is accepted.

**Table-6**  
**Mean, Standard Deviation and 't' value for Academic Achievement**  
**Scores of boys and girls**

Variable	Boys (N = 82)		Girls (N = 118)		't' Value	Significant Level
	Mean	SD	Mean	SD		
Academic Achievement	53.74	13.43	62.46	13.15	9.25	S

S – Significant

From the above table – 6, it is observed that the 't' value with respect to academic achievement (9.25) is significant at 0.01 level, indicating that the girl students have higher level of academic achievement.

Hence the null hypothesis that “there is no significant difference in the academic achievement between boys and girls” is rejected.

**Table-7*****Mean, Standard Deviation and 't' value for Academic Achievement Scores of urban and rural school students***

Variable	Urban (N = 85)		Rural (N = 115)		't' Value	Significant Level
	Mean	SD	Mean	SD		
Academic Achievement	62.70	12.94	52.61	13.21	10.78	S

S – Significant

From the above table – 7, it is observed that the 't' value with respect to academic achievement (10.78) is significant at 0.01 level, indicating that the urban school students have higher level of academic achievement. Hence the null hypothesis that “there is no significant difference in the academic achievement between urban and rural school students” is rejected.

**Table-8*****Mean, Standard Deviation and 't' value for Academic Achievement Scores of students of joint and nuclear families***

Variable	Joint Family (N = 41)		Nuclear Family (N = 159)		't' Value	Significant Level
	Mean	SD	Mean	SD		
Academic Achievement	56.93	13.42	59.06	14.14	1.94	NS

NS – Not Significant

From the above table – 8, it is observed that the 't' value with respect to academic achievement (1.94) is not significant at 0.05 level, indicating that both students of joint and nuclear family have similar level of academic achievement. Hence the null hypothesis that “there is no significant difference in the academic achievement between higher secondary students of joint and nuclear families” is accepted.

**Table - 9**

***Relationship between Socio-Emotional School Climate and Academic Achievement of Higher Secondary Students***

S. No	Variables	Df	'r'	Significant Level
1.	Socio-Emotional School Climate	198	6.561	Significant
2.	Academic Achievement			

The calculated t-value for 'r' 6.561 is greater than the critical value 1.96 at 0.05 level. This indicates that there is significant and positive relationship between socio-emotional school climate and academic achievement of higher secondary students.

**FINDINGS OF THE STUDY**

1. The level of socio-emotional school climate of higher secondary students is high. It is inferred that the higher secondary students show greater degree of favourable perception of the school climate.
2. Boys and girls differ significantly in terms of social, emotional and total school climate. Girls indicate greater degree of favourable perception of school climate in the dimension of social, emotional and in total climate.
3. Urban and rural school students differ significantly in terms of social, emotional and total school climate. Rural students indicate greater degree of favourable perception of school climate in the dimension of social, emotional and total climate.
4. There is significant difference in the socio-emotional school climate between higher secondary students of joint and nuclear families. Students of nuclear family differ significantly in terms of social and total school climate.

5. The academic achievement of higher secondary students is just above average and not high.
6. There is significant difference in the academic achievement between boys and girls. The girl students have higher level of academic achievement.
7. There is significant difference in the academic achievement between urban and rural school students. The urban school students have higher level of academic achievement than the rural students.
8. There is no significant difference in the academic achievement between higher secondary students of joint and nuclear families. The students of both joint and nuclear family have similar level of academic achievement.
9. There is significant and positive relationship between socio-emotional school climate and academic achievement of higher secondary students.

**DISCUSSION**

Chaturvedi M. (2009) investigated the effect of school environment and certain demographic variables on achievement motivation and academic achievement of young adolescents. The study revealed that school environment plays a significant



role in achievement motivation as well as academic achievement of young adolescents. Voight, A., et al., (2013) conducted a study to determine what makes successful schools different from other schools. An affective school climate has been associated with higher academic achievement and healthy behavioral outcomes for students. The present study also reveals that socio-emotional school climate has a positive relationship on academic achievement. Boys and girls differ significantly in the social, emotional and total climate. Students of urban and rural school background also differ significantly in all dimensions. This study leads one to conclude that socio-emotional school climate has a significant effect on the academic achievement of the students at higher secondary stage.

## CONCLUSION

The present study reveals that the higher secondary students have better perception of school climate and above average level of academic achievement. This study reveals that certain students related and institution related variables have significant level of influence in their academic achievement. Higher secondary education plays a very decisive role in every individual life since after higher secondary education all decisions are made for the future. Students need proper guidance for the management of their time and efforts for better prospects. The socio-emotional school climate perceived by the students individually is likely to determine the level of academic achievement.

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