

ISSN 0973-6190

Vol. 63 No. 1

January - March 2026

JOURNAL OF EDUCATIONAL RESEARCH AND EXTENSION

Peer Reviewed Quarterly Journal



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ISSN 0973-6190

VOL. 63 (1)
JANUARY - MARCH 2026

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EXTENSION**

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**SRI RAMAKRISHNA MISSION VIDYALAYA
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(AUTONOMOUS)
Coimbatore - 641 020**

Published by :

**Sri Ramakrishna Mission Vidyalaya College of Education
(Autonomous)**

Coimbatore - 641 020

Phone No.: (+91) 80125 33915, Website: www.srkvcoe.org

E-mail: srkvcoejere@gmail.com

Printed at :

Ramakrishna Mission Vidyalaya Printing Press

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Coimbatore, Tamil Nadu - 641 046

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M.Ed Student
Department of Education
Bharathiar University
Coimbatore, Tamil Nadu - 641 046

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Assistant Professor
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College of Education
Coimbatore, Tamil Nadu - 641 020

AWARENESS OF ARTIFICIAL INTELLIGENCE TOOLS FOR LEARNING AMONG POSTGRADUATE STUDENTS

1

Dr. M. Balasubramaniam

Assistant Professor
Department of Education
Bharathiar University
Coimbatore, Tamil Nadu - 641 046

D. Vijayalakshmi

M.Ed Student
Department of Education
Bharathiar University
Coimbatore, Tamil Nadu - 641 046

ABSTRACT

The advancement of Artificial Intelligence (AI) has transformed education, offering personalised learning experiences and efficient academic support. AI tools such as virtual tutors, automated grading, and research assistants enhance learning among students. Postgraduate students, who engage in advanced studies, can benefit significantly from AI in research and academic tasks. However, awareness and utilisation of AI tools among them remain inconsistent. Factors like limited exposure and lack of technical knowledge may affect their adoption of AI in learning. Understanding students' awareness is crucial to assess their readiness for AI integration in education. Existing research highlights AI's role in learning but lacks focus on postgraduate students' awareness. This study examines their familiarity, usage patterns, and perceptions of AI tools. The findings will help to develop strategies that promote AI literacy and effective implementation in higher education. Enhancing awareness can ensure AI's optimal use in postgraduate learning and research.

Keywords: *Artificial Intelligence, Personalised Learning, Technical Knowledge, Postgraduate Students*

INTRODUCTION

The rapid advancement of Artificial Intelligence (AI) has brought significant changes in the field of education, particularly in the context of higher learning (UNESCO, 2019; Wayne Holmes et al., 2019). Emerging from the broader evolution of Information and Communication Technology (ICT)

since the 1970s, AI represents a new phase in technological development that emphasises automation, data processing, and intelligent decision-making (Manuel Castells, 1996). The foundations of modern computing, developed during and after the World War II, paved the way for innovations in electronics, computer science, and information theory, which

now support AI-based educational tools (Castells, 1996). ICT has traditionally facilitated the collection, storage, and dissemination of information through various technologies such as computers, the Internet, and communication networks (Organisation for Economic Co-operation and Development, 2005). In recent years, the integration of AI into ICT has transformed conventional learning environments into more dynamic, interactive, and personalised systems (Holmes et al., 2019). AI-powered tools—including intelligent tutoring systems, automated assessment platforms, and virtual research assistants—are increasingly being used to enhance the quality of teaching and learning (Rose Luckin et al., 2016). These tools not only improve access to information but also support individualised learning pathways and real-time feedback mechanisms.

In the context of postgraduate education, the role of AI becomes even more significant. Postgraduate students are engaged in advanced academic activities such as research, data analysis, academic writing, and critical inquiry. AI tools can assist them in literature review, data interpretation, plagiarism detection, and academic writing support (Luckin et al., 2016; Holmes et al., 2019). Despite these potential benefits, the level of awareness and utilisation of AI tools among postgraduate students remains uneven. Factors such as limited exposure, lack of technical competence, and insufficient institutional support may hinder their effective adoption (UNESCO,

2021). Awareness is a crucial prerequisite for the meaningful integration of AI in education. It influences not only the extent to which students use AI tools but also how effectively they utilise them for academic purposes. While existing literature highlights the growing importance of AI in education, there is a noticeable gap in studies focusing specifically on the awareness levels of postgraduate students (Holmes et al., 2019). Understanding their awareness, familiarity, and perceptions is essential for designing appropriate educational interventions and training programmes.

Therefore, this study aims to examine the awareness of AI tools for learning among postgraduate students, with a focus on their level of familiarity, patterns of usage, and perceptions towards AI integration in education. The findings of the study are expected to contribute to the promotion of AI literacy and to support the effective implementation of AI-driven learning strategies in higher education.

NEED AND SIGNIFICANCE

The present study examines the awareness of postgraduate students of Bharathiar University regarding the use of Artificial Intelligence (AI) tools for learning. AI has brought significant transformation in higher education by introducing innovative tools such as intelligent tutoring systems, personalised learning platforms, and AI-assisted research applications. Postgraduate students, who are engaged in advanced

academic and research activities, require adequate awareness of these tools to enhance their learning efficiency. The need for this study arises from the increasing dependence on AI-based educational resources and the necessity to assess students' awareness levels, identify knowledge gaps, and understand the challenges they face in utilising AI tools effectively.

The significance of the study lies in its potential to improve the academic performance and research capabilities of postgraduate students. Effective use of AI tools can support personalised learning, improve data analysis, and enhance critical thinking skills. The findings of the study may help educators and policymakers design appropriate training programmes and facilitate the integration of AI into the curriculum. Furthermore, enhancing awareness of AI tools can improve students' employability and prepare them for technology-driven academic and professional environments. Thus, the present study is significant in promoting AI literacy and effective utilisation of AI tools among postgraduate students.

REVIEW OF RELATED LITERATURE

A study conducted by Aniella Mihaela Vieriu and Gabriel Petrea (2025) examined the impact of Artificial Intelligence (AI) on students' academic development. The study aimed to analyse how AI technologies influence learning processes, academic performance,

and student perceptions, along with the challenges in AI adoption. Using a mixed-methods survey design, data were collected from 85 second-year students at the National University of Science and Technology Politehnica Bucharest through purposive sampling. Quantitative data were analysed using frequency and percentage, while qualitative responses were examined through thematic analysis. The findings revealed that AI significantly enhances personalised learning, academic performance, and student engagement. However, the study emphasised the need for a structured framework and ethical guidelines to ensure effective and responsible integration of AI in education. Similarly, Ana Maria C. Ventura and Liezel S. Lopez (2024) investigated students' awareness and usage of AI tools using a mixed-method approach. The study involved 193 students selected through random sampling. The findings indicated that students possess a good level of awareness and frequently use AI tools for academic purposes. It was also observed that awareness is influenced by access to digital devices, and there is a positive relationship between awareness and usage, with no significant difference based on gender.

Pooja Sharma and Rakesh Kumar (2023) conducted a study on awareness of AI tools among university students. The study aimed to assess students' familiarity, attitudes, and readiness to adopt AI in learning. Using a descriptive survey method, data were collected from

150 postgraduate students across selected universities. The findings revealed that while students had basic awareness of AI tools, their depth of understanding and effective utilisation remained moderate due to limited training and exposure. The study recommended incorporating AI literacy programmes into higher education curricula. In another study, Neha Gupta and Sanjay Verma (2022) explored awareness and perception of AI in education among college students in India. The study adopted a survey method and analysed data using descriptive and inferential statistics. The results indicated that students showed positive attitudes towards AI and recognised its potential in enhancing learning; however, lack of institutional support and technical skills acted as barriers to effective usage. These studies collectively highlight that although awareness of AI tools is increasing, there is a need for systematic training and institutional initiatives to promote effective utilisation among students, especially at the postgraduate level.

OBJECTIVES

- To find out the level of awareness of AI tools for learning among postgraduate students.
- To study the significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to gender.
- To find out the significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to access to devices.
- To study the significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to the source of the internet.
- To find out the significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to their subscription to AI tools.

HYPOTHESES

1. There is a high level of awareness of AI tools for learning among postgraduate students.
2. There is no significant difference in the mean scores of male and female students in their awareness of AI tools for learning.
3. There is no significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to access to devices.
4. There is no significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to the source of the internet.
5. There is no significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to their subscription of AI tools.

METHODOLOGY

The present study adopted the descriptive survey and normative methods to investigate the awareness of AI tools for learning among postgraduate students. The population comprised 1,551 postgraduate students, including 594 male and 957 female students, from various streams of Bharathiar University. From this population, a sample of 184 postgraduate students was selected using the simple random sampling technique, consisting of 53 males and 131 females from Arts, Science, and Social Science streams. The investigator used a structured tool comprising two parts: Part A included a personal data sheet to collect background information

such as gender, access to devices used for learning, source of internet and subscription to AI tools for learning, while Part B consisted of the Scale of Awareness of AI Tools (SAAT), constructed and standardised by the investigator and the supervisor. Data were collected by personally visiting the departments and administering the questionnaire to the selected sample of students. The collected data were analysed using descriptive and differential analysis.

ANALYSIS OF DATA AND INTERPRETATION

Hypothesis 1 - There is a high level of awareness of AI tools for learning among postgraduate students.

Table - 1

Level of Awareness of AI Tools for Learning among Post-Graduate Students

Score Range	No. of Students (N)	Percentage	Level of Awareness
32-109	26	14.13%	Low Awareness
110-136	125	67.93%	Moderate Awareness
137-160	33	17.93%	High Awareness

Table 1 shows the distribution of postgraduate students based on their level of awareness. It is observed that out of 184 students, 26 students (14.13%) fall under the low level of awareness category, 125 students (67.93%) fall under the moderate level of awareness category, and 33 students (17.93%) fall under the high level of awareness category. It is revealed from the findings that the majority of postgraduate students possess a moderate level of awareness of AI tools for learning, while only a smaller proportion of students showed a high level of awareness.

Therefore, the hypothesis stating that there is a high level of awareness among postgraduate students is not accepted. This implies that although students are somewhat familiar with AI tools, there is still a need to enhance their awareness and understanding through appropriate training and educational initiatives.

Hypothesis 2 - There is no significant difference in the mean scores of male and female students in their awareness of AI tools for learning.

Table - 2
Mean Score Difference between Male and Female Students in their Level of AI Awareness

Gender	N	Mean	S.D	t-Value	p - Value	Remark
Male	53	122.58	14.68	0.29	0.768	Not significant at the 0.05 level
Female	131	123.24	13.28			

Table 2 shows the comparison of mean scores of awareness of AI tools for learning among postgraduate students with respect to gender. The mean score of female students (123.24) is slightly higher than that of male students (122.58). However, the calculated t-value (0.29) is less than the table value (1.96) at the 0.05 level of significance, and the p-value (0.768) is greater than 0.05. Hence, the difference between male and female students in their awareness of AI tools for learning is not statistically significant,

and the null hypothesis is accepted. This indicates that gender does not have a significant influence on the level of awareness of AI tools for learning among postgraduate students, even though female students show a marginally higher mean score than male students.

Hypothesis 3 - There is no significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to access to devices.

Table - 3
Mean Score Difference in the Awareness of AI Tools among the Students with respect to Access to Devices

Access to Device	N	Mean	SD			
Computer	13	126.62	12.16			
Laptop	34	121.09	14.16			
Mobile	137	123.20	13.68			
Total	184	123.05	13.66			
ANOVA						
Groups	Sum of squares	df	Mean square	F-Value	p - Value	Remark
Between Groups	299.367	2	149.683	0.800	0.451	Not significant at the 0.05 level
Within Groups	33880.090	181	187.183			
Total	34179.457	183				

Table 3 presents the mean scores of awareness of AI tools for learning among postgraduate students with respect to

access to devices. It is observed that students using computers have the highest mean score (126.62), followed

by those using mobile devices (123.20), while students using laptops have the lowest mean score (121.09). However, the results of the ANOVA test show that the calculated F-value (0.800) is not significant at the 0.05 level, as the p-value (0.451) is greater than 0.05. Hence, the null hypothesis is accepted. This indicates that there is no significant difference in the level of awareness of AI tools for learning among postgraduate students

with respect to their access to devices. Although minor variations in mean scores exist, they are not statistically significant.

Hypothesis 4 - There is no significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to the source of the internet.

Table – 4
Mean Score Difference in the Awareness of AI Tools among the Students
with respect to Source of Internet

Source of Internet	N	Mean	SD			
Personal	92	123.09	14.09			
Institutional	4	121.25	24.70			
Both	88	123.10	12.79			
Total	184	123.05	13.66			
ANOVA						
Groups	Sum of squares	df	Mean square	F-Value	P - Value	Remark
Between Groups	13.323	2	6.661	0.035	0.965	Not significant at the 0.05 level
Within Groups	34166.134	181	188.763			
Total	34179.457	183				

Table 3 presents the mean scores of awareness of AI tools among postgraduate students with respect to their source of internet. It is observed that students using both personal and institutional internet sources have the highest mean score (123.10), followed closely by those using personal internet (123.09), while students relying on institutional internet alone have a slightly lower mean score (121.25). However, the results of the ANOVA test indicate

that the calculated F-value (0.035) is not significant at the 0.05 level, as the p-value (0.965) is greater than 0.05. Hence, the null hypothesis is accepted. This shows that there is no significant difference in the level of awareness of AI tools among postgraduate students with respect to their source of internet. Although slight variations in mean scores are observed, these differences are not statistically significant.

Hypothesis 5 - There is no significant mean difference in the awareness of AI tools for learning among postgraduate students with respect to their subscription of AI tools.

Table – 5
Mean Score Difference in the Awareness of AI Tools among the Students with respect to Subscription of AI Tools

Own Subscription of AI Tools	N	Mean	SD	t-Value	p - Value	Remark
Yes	28	126.36	10.99	1.39	0.166	Not significant at the 0.05 level
No	156	122.46	14.04			

Table 5 presents the mean score difference in the awareness of AI tools among postgraduate students with respect to their subscription to AI tools. It is observed that students who have their own subscription to AI tools have a higher mean score (126.36) compared to those who do not have a subscription (122.46). However, the calculated t-value (1.39) is not significant at the 0.05 level, as the p-value (0.166) is greater than 0.05. Hence, the null hypothesis is accepted. This indicates that there is no significant difference in the level of awareness of AI tools among postgraduate students with respect to their subscription to AI tools, even though students with subscriptions show a slightly higher mean score.

FINDINGS

- The majority of postgraduate students (67.93%) possess a moderate level of awareness of AI tools for learning, while only 17.93% have a high level and 14.13% have a low level of awareness.
- There is no significant difference in the awareness of AI tools for learning

among postgraduate students with respect to gender.

- There is no significant difference in the awareness of AI tools for learning among postgraduate students with respect to access to devices.
- There is no significant difference in the awareness of AI tools for learning among postgraduate students with respect to the source of the internet.
- There is no significant difference in the awareness of AI tools for learning among postgraduate students with respect to their subscription to AI tools.
- Although minor variations in mean scores are observed across different groups, these differences are not statistically significant.

CONCLUSION

The study concludes that postgraduate students generally possess a moderate level of awareness of AI tools for learning, indicating a basic familiarity but not a high level of proficiency. The

analysis further reveals that variables such as gender, access to devices, source of internet, and subscription to AI tools do not significantly influence students' awareness levels. This suggests that awareness of AI tools is relatively uniform across different groups of postgraduate students. However, the absence of a high level of awareness highlights the need for targeted interventions such

as training programmes, workshops, and curriculum integration to enhance students' understanding and effective utilisation of AI tools. Improving awareness and competency in AI can support better academic performance, research efficiency, and preparedness for technology-driven educational and professional environments.

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EMOTIONAL STABILITY AS A PREDICTOR OF IMMEDIATE AND DELAYED VOCABULARY RETENTION: A CORRELATIONAL STUDY

2

Dr. K. Deepa

Assistant Professor

Department of Education

Avinashilingam Institute for Home Science and Higher Education for Women
Coimbatore, Tamil Nadu - 641 043

ABSTRACT

This study investigates whether emotional stability, a major personality trait in the Big Five model, predicts immediate and delayed vocabulary retention among second language learners. Emotional stability reflects an individual's ability to remain calm, regulate emotions, and handle stress, all of which are known to influence cognitive processing and memory. Although affective factors such as anxiety and motivation have been widely studied in second language acquisition (SLA), the specific role of emotional stability in vocabulary consolidation remains underexplored. A total of 120 B.Ed student teachers were assessed using a 26-item emotional stability questionnaire, followed by a 25-word vocabulary learning task. Immediate and delayed recall tests were administered to measure short-term and long-term retention. Pearson's correlation analysis was conducted to examine whether emotional stability is significantly associated with immediate and delayed vocabulary retention. The findings indicate that learners with higher emotional stability demonstrate better vocabulary retention, with a stronger association observed for immediate recall than for delayed recall. The results provide insights into learner differences, suggesting that personality traits may influence language learning outcomes. The study contributes to the understanding of affective variables in SLA and offers pedagogical recommendations for vocabulary instruction.

Keywords: *Emotional Stability, Vocabulary Retention, SLA, Big Five, Affective Factors, Immediate Recall, Delayed Recall.*

INTRODUCTION

Individual differences among learners play a crucial role in second and foreign language acquisition. Among

these differences, affective variables such as emotions, personality traits, and emotional regulation significantly influence how learners perceive, process,

and retain new linguistic input. Vocabulary retention, a core component of language proficiency, is not merely a cognitive process but is also shaped by learners' emotional states and stability. Emotional stability, commonly understood as the ability to remain calm, balanced, and resilient in the face of stress, has been associated with effective learning and academic adjustment. Learners who are emotionally stable are better equipped to manage anxiety, maintain attention, and engage meaningfully with learning tasks (Tarasova, 2023). In contrast, MacIntyre stated that emotionally unstable learners may experience fluctuations in mood, anxiety, or stress, which can interfere with memory processes and the long-term retention of vocabulary.

In the context of English language learning, vocabulary retention is essential for comprehension, communication, and overall language development. While several studies have examined cognitive and instructional factors affecting vocabulary learning, comparatively fewer studies have focused on the role of emotional stability in immediate and delayed vocabulary retention. Understanding this relationship is particularly relevant in educational settings where learners face academic pressure and emotional challenges. Hence, this study is conducted to examine the emotional stability among learners and explore its relationship with vocabulary retention. By focusing on this affective variable, the study aims to contribute to a more holistic understanding of language

learning that integrates both emotional and cognitive dimensions.

REVIEW OF RELATED LITERATURE

Research in educational psychology and applied linguistics has long established that affective variables play a significant role in learning outcomes. Krashen's (1982) Affective Filter Hypothesis emphasises that emotional factors such as anxiety, motivation, and emotional control can either facilitate or hinder language acquisition. Learners with lower affective filters are more receptive to linguistic input, leading to better comprehension and retention. Emotional stability, often viewed as the opposite of neuroticism, refers to an individual's ability to regulate emotions, cope with stress, and maintain psychological balance (Fan et al, 2025). Eysenck (1967) proposed that emotionally stable individuals demonstrate better cognitive functioning under academic pressure. Subsequent studies have shown that emotional stability is positively associated with academic achievement and effective learning strategies (Chamorro-Premuzic & Furnham, 2003).

Several empirical studies have examined the relationship between emotional factors and language learning. Horwitz et al (1986) found that learners with high anxiety experienced difficulties in language performance, particularly in vocabulary recall. Similarly, MacIntyre and Gardner (1994) reported that affective variables significantly influence

second language learning processes, including vocabulary acquisition and retention. Vocabulary retention involves both short-term and long-term memory processes. According to Baddeley's (2000) model of working memory, emotional states can influence attention and rehearsal mechanisms, which are essential for vocabulary learning. Studies by Schumann (1997) suggest that emotional regulation enhances neural processing and memory consolidation, thereby supporting the long-term retention of language items.

In the Indian context, limited studies have directly focused on emotional stability and vocabulary retention. Correlational studies in educational settings have consistently reported positive relationships between emotional well-being and academic performance. Although the existing literature highlights the importance of affective variables in language learning, focused empirical investigations on emotional stability as a predictor of vocabulary retention remain scarce. The present study seeks to fill this gap by systematically examining emotional stability and its relationship with vocabulary retention among learners using quantitative methods.

OBJECTIVES

- To determine the level of emotional stability among B.Ed student teachers.
- To assess immediate and delayed vocabulary retention among B.Ed student teachers.

- To examine the difference between immediate and delayed vocabulary retention.
- To examine the relationship between emotional stability and immediate vocabulary retention.
- To examine the relationship between emotional stability and delayed vocabulary retention.

HYPOTHESES

1. The level of emotional stability among B.Ed student teachers is moderate.
2. The level of immediate and delayed vocabulary retention among B.Ed student teachers is moderate.
3. There is no significant difference between immediate and delayed vocabulary retention.
4. There is no significant relationship between emotional stability and immediate vocabulary retention.
5. There is no significant relationship between emotional stability and delayed vocabulary retention.

METHODOLOGY

The study adopted a quantitative correlational research design to examine the relationship between emotional stability and vocabulary retention. The sample consisted of 120 B.Ed student teachers belonging to the English discipline selected using a convenience sampling technique from Avinashilingam

Institute for Home Science and Higher Education for Women, Coimbatore and Sri Sarada College of Education for Women, Salem. The researcher has used the Emotional Stability Scale and the Vocabulary Retention Test to collect data from the sample. The items in the scale were adapted from the Emotional Stability Scale developed by Chaturvedi and Chander (2010), which is a self-report Likert-type instrument designed to assess emotional stability, including anxiety, optimism and emotional control. The vocabulary retention was assessed through a researcher-administered vocabulary test conducted immediately after instruction and a delayed vocabulary

retention test was administered after a gap of 14 days to measure delayed retention. Mean and standard deviation were used to describe the variables. A paired samples t-test was employed to examine the difference between immediate and delayed retention, and Pearson's correlation was used to analyse the relationship between emotional stability and vocabulary retention.

ANALYSIS OF DATA AND INTERPRETATION

Hypothesis 1 - The level of emotional stability among B.Ed student teachers is moderate.

Table – 1

Level of Emotional Stability among B.Ed Student Teachers : Item-Wise Analysis

Item No	Item	Mean	SD
1	I stay calm even in tense situations.	3.38	1.05
2	I rarely feel overwhelmed by stress.	2.64	1.20
3	I can handle difficult situations without getting upset.	3.27	1.15
4	I keep my emotions under control when things go wrong.	3.38	1.20
5	I often worry about things that might happen.	3.03	1.39
6	I get anxious easily.	2.95	1.34
7	I frequently feel tense or uneasy.	2.44	1.23
8	I get upset quickly in unexpected situations.	2.63	1.10
9	My moods tend to remain stable throughout the day.	2.81	1.08
10	I recover quickly after feeling bad.	3.57	1.05
11	I remain positive even when facing difficulties.	3.70	1.05
12	I can bounce back easily after setbacks.	3.61	1.03
13	I find it difficult to calm down when stressed.	3.03	1.10
14	I react very strongly to minor problems.	2.60	1.17
15	I get irritated easily.	2.88	1.19
16	My feelings are easily hurt.	2.86	1.25

Item No	Item	Mean	SD
17	I feel in control of my emotions most of the time.	3.80	0.96
18	I can think clearly even when under pressure.	3.38	1.04
19	I remain steady when others around me are panicking.	3.61	1.01
20	I believe I can manage emotional challenges well.	3.71	1.00
21	I sometimes act on impulse when upset.	2.39	1.14
22	I find it hard to stop thinking about things that bother me.	2.94	1.23
23	I get nervous when I have to do something new.	3.17	1.20
24	I adapt well to sudden changes.	3.34	0.98
25	I stay emotionally strong even in difficult times.	3.37	1.02
26	I do not give up easily when faced with emotional pressure.	3.51	1.05

The item-wise analysis of emotional stability indicates that mean scores ranged from 2.39 to 3.80, reflecting variability in respondents' emotional responses across different situations. Higher mean values are observed for items related to emotional control, resilience, and positive coping (e.g., Items 17, 20, and 11), suggesting that participants generally perceive themselves as capable of managing emotions and handling challenges effectively. Lower mean scores for items associated with impulsivity, tension, and overreaction (e.g., Items 21, 7, and 14) indicate a tendency toward disagreement with such negative emotional tendencies,

though these items require reverse scoring for accurate interpretation. The remaining items predominantly fell within the moderate range, reflecting a balanced level of emotional stability. Standard deviation values (0.96–1.25) suggest moderate variability in responses, indicating reasonable consistency among participants. Overall, the findings point to a moderate level of emotional stability among the respondents.

Hypothesis 2 - The level of immediate and delayed vocabulary retention among B.Ed student teachers is moderate.

Table – 2
Level of Vocabulary Retention among B.Ed Student Teachers

Vocabulary Retention	N	Mean	SD
Immediate	120	16.86	2.42
Delayed	120	14.98	2.39

The table 2 shows the level of vocabulary retention among B.Ed. student teachers under two conditions, namely immediate and delayed retention,

with the maximum possible mean score being 25. The mean score for immediate vocabulary retention is 16.86 and delayed vocabulary retention is 14.98. Both mean

scores fall within a moderate range when compared to the maximum score of 25.

Hypothesis 3 - There is no significant difference between immediate and delayed vocabulary retention.

Table - 3

Paired Samples t-test between Immediate and Delayed Vocabulary Retention

Vocabulary Retention	N	Mean	SD	t-Value	Remark
Immediate	120	16.86	2.42	7.64	Significant at the 0.05 Level
Delayed	120	14.98	2.39		

The paired-samples t-test reveals a statistically significant difference between immediate and delayed vocabulary retention scores ($t = 7.64, p < .01$). This result indicates that vocabulary retention declined significantly over time among participants. The finding confirms that the difference between immediate learning and delayed recall is not due to chance and highlights the effect of

time on vocabulary memory. Thus, the null hypothesis stating that there is no significant difference between immediate and delayed vocabulary retention is rejected.

Hypothesis 4 - There is no significant relationship between emotional stability and immediate vocabulary retention.

Table - 4

Correlation between Emotional Stability and Immediate Vocabulary Retention

Variables	N	Correlation	Remark
Emotional Stability Vs Immediate Vocabulary Retention	120	0.65	Significant at the 0.05 Level

The correlation analysis shows a strong positive relationship between emotional stability and immediate vocabulary retention ($r = 0.65, p < .01$). This indicates that learners with higher levels of emotional stability tend to perform better on the immediate vocabulary retention test. The result suggests that emotional stability plays an important role in supporting attention, emotional regulation, and effective

encoding of vocabulary during initial learning. Hence, the null hypothesis stating that there is no significant relationship between emotional stability and immediate vocabulary retention is rejected.

Hypothesis 5 - There is no significant relationship between emotional stability and delayed vocabulary retention.

Table – 5
Correlation between Emotional Stability and Delayed Vocabulary Retention

Variables	N	Correlation	Remark
Emotional Stability Vs Delayed Vocabulary Retention	120	0.50	Significant at the 0.05 Level

It is observed from Table 5 that a moderate positive correlation is found between emotional stability and delayed vocabulary retention ($r = 0.50, p < .01$). This finding indicates that emotionally stable learners are better able to retain vocabulary over time than those with lower emotional stability. Although the strength of the relationship is lower than that observed for immediate retention, emotional stability continues to play a meaningful role in long-term vocabulary retention. Therefore, the null hypothesis stating that there is no significant relationship between emotional stability and delayed vocabulary retention is rejected.

FINDINGS AND DISCUSSION

- The mean emotional stability score indicated that the participants exhibited a moderate level of emotional stability, with noticeable individual differences. This variability provided an appropriate basis for examining its relationship with vocabulary retention.
- The mean score for immediate vocabulary retention suggested that the participants were able to recall vocabulary effectively immediately after instruction, indicating

successful initial learning. However, the mean delayed retention score was lower, reflecting a decline in vocabulary recall over time.

- The paired samples t-test revealed a statistically significant difference between immediate and delayed vocabulary retention scores. This result indicated that vocabulary retention declined significantly over time, confirming the effect of time on memory and supporting theories of forgetting and memory decay.
- The correlation analysis revealed a strong positive relationship between emotional stability and immediate vocabulary retention. This finding suggested that emotionally stable learners are better able to focus, manage learning-related stress, and encode new vocabulary effectively during initial learning.
- A moderate positive relationship was found between emotional stability and delayed vocabulary retention. This indicates that emotional stability also contributes to long-term retention, although its influence is slightly reduced over time, possibly due to the involvement of additional

cognitive and contextual factors in memory consolidation.

The findings of the study demonstrate that vocabulary retention is significantly affected by time, with learners showing lower retention after a delay. This supports established memory theories that emphasise the gradual decay of learned material. Importantly, the study highlights emotional stability as a significant affective factor influencing both immediate and delayed vocabulary retention. The strong relationship between emotional stability and immediate retention suggests that emotional regulation plays a crucial role during the initial stages of learning. Learners who are emotionally stable may experience lower anxiety and higher attentional control, leading to more effective encoding of vocabulary. The moderate relationship with delayed retention indicates that, while emotional stability continues to support memory over time, long-term retention is also shaped by other factors such as rehearsal, exposure, and instructional reinforcement. These findings are consistent with previous research emphasising the role of affective variables in language learning and extend the existing literature by

specifically demonstrating the predictive role of emotional stability in vocabulary retention.

EDUCATIONAL IMPLICATIONS

The study highlights the need for English language teachers to recognise the role of emotional stability in vocabulary learning. Creating emotionally supportive classroom environments, reducing anxiety, and incorporating stress-management strategies may enhance both immediate learning and long-term retention. Teacher education programmes should emphasise affective factors alongside cognitive strategies to promote sustainable language learning.

CONCLUSION

The study concludes that emotional stability plays a significant role in vocabulary learning and retention. While vocabulary retention declines over time, emotionally stable learners demonstrate better immediate learning and retain vocabulary more effectively in the long term. The findings underscore the importance of integrating affective considerations into English language teaching practices to support durable vocabulary learning.

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PARENTAL INVOLVEMENT AND ANTI-SOCIAL BEHAVIOUR OF HIGH SCHOOL STUDENTS

3

J. Akshaya John

M.Ed Student
Bishop Agniswamy College of
Education
Muttom, Kanyakumari
Tamil Nadu – 629 202

Dr. S. Jasmine Sheila Burney

Principal
Bishop Agniswamy College of
Education
Muttom, Kanyakumari
Tamil Nadu – 629 202

ABSTRACT

The present study aims to examine the level of parental involvement and anti-social behaviour among high school students. The study utilized the Parental Involvement Scale developed and standardised by Sangeetha (2023) and the Anti-Social Behaviour Scale developed and standardised by Dhanesh (2017) to collect relevant data. A simple random sampling technique was employed to select the sample, which comprised 308 high school students drawn from 10 schools in Kanyakumari district. The collected data were analysed using percentage analysis and the 't' test. The findings of the study revealed that the overall levels of parental involvement and anti-social behaviour, along with their respective dimensions, were found to be moderate among high school students.

Keywords: *Parental Involvement, Anti-Social Behaviour, High School Students.*

INTRODUCTION

Education is a continuous process that aims at the holistic development of an individual. In this process, the role of parents is considered highly significant, as they are the primary agents influencing a child's behaviour, attitude, and overall development. Parental involvement refers to the active and ongoing participation of parents or caregivers in their children's education

and well-being. It includes activities such as assisting with homework, attending school programmes, maintaining communication with teachers, and creating a supportive and encouraging home environment. Effective parental involvement promotes not only academic success but also emotional stability and social adjustment among students.

In recent years, with rapid modernization and changing societal

patterns, there has been a noticeable shift in family structures and parenting practices. This has, in some cases, led to reduced parental engagement in children's daily lives. Such changes may contribute to the development of undesirable behavioural patterns among adolescents. One such concern is anti-social behaviour, which refers to actions that are disruptive, aggressive, and harmful to others, often violating social norms and expectations. Anti-social behaviour may manifest in various forms such as aggression, rule-breaking, lack of cooperation, and association with negative peer groups.

The development of anti-social behaviour is often influenced by multiple factors, particularly family-related conditions such as lack of parental supervision, unstable home environment, parental substance abuse, economic stress and inadequate parenting practices. These factors can adversely affect a child's temperament, cognitive development, and social interactions. Therefore, understanding the relationship between parental involvement and anti-social behaviour becomes essential, especially during the high school stage, which is a critical period for personality development.

NEED AND SIGNIFICANCE

In the present context of modernization and technological advancement, students are increasingly exposed to various external influences that may shape their behaviour both

positively and negatively. While education systems focus on academic excellence, equal importance must be given to the emotional and social development of learners. Parental involvement, as a psychological construct, plays a vital role in guiding children towards positive behaviour, discipline, and social responsibility. However, it is observed that many students today exhibit tendencies of anti-social behaviour due to inadequate parental guidance and support. The lack of effective parental involvement may lead to behavioural issues, poor social adjustment, and reduced cooperative skills among students. At the same time, strong parental support can help in preventing such negative tendencies and in fostering positive behavioural outcomes.

Therefore, the present study assumes great significance in examining the levels of parental involvement and anti-social behaviour among high school students. It also aims to understand the relationship between these two variables, which can provide valuable insights for parents, teachers, and educational policymakers. The findings of the study may help in developing strategies to enhance parental participation and to reduce anti-social tendencies among students, thereby contributing to their overall development and well-being.

REVIEW OF RELATED LITERATURE

Parental involvement has been consistently identified as a significant

factor influencing students' academic achievement and behavioural development. Hicks (2023) examined students' perceptions of parental involvement across elementary, middle, and high school levels and found that perceptions varied based on division, race, and gender, with elementary students reporting higher levels of parental interaction. Similarly, Kantova (2024) investigated the impact of parental involvement on educational outcomes using advanced statistical techniques and reported that increased parental involvement enhances the likelihood of high school completion, whereas overly strict parenting may negatively affect student success. Supporting these findings, Epstein (2011) emphasized the importance of school-family partnerships in promoting both academic achievement and positive behavioural outcomes. Lareau (2003) further highlighted that children from actively involved families tend to demonstrate better social behaviour and adaptability compared to those from less supportive environments.

With regard to behavioural aspects, Balachandran et al. (2023) found a negative relationship between anti-social behaviour and academic performance among teenagers, with male students exhibiting higher levels of such behaviour than females. In the Indian context, Sangeetha (2023) developed and standardised a parental involvement scale, underscoring the role of parental guidance, communication, and support

in shaping student outcomes. Similarly, Dhanesh (2017) developed a scale to measure anti-social behaviour, identifying factors such as aggression, rule-breaking, and social maladjustment. These studies collectively indicate that while strong parental involvement contributes to positive academic and behavioural development, inadequate parental support and adverse family conditions may lead to increased anti-social tendencies among students. However, there remains a need to explore this relationship specifically among high school students within the local context.

OBJECTIVES

- To find out the level of parental involvement and its dimensions among high school students.
- To find out the level of anti-social behaviour and its dimensions among high school students.
- To find out the significant difference between high school boys and girls in parental involvement and its dimensions.
- To find out the significant difference between high school boys and girls in anti-social behaviour and its dimensions.

HYPOTHESES

1. The level of parental involvement and its dimensions among high school students is moderate.

2. The level of anti-social behaviour and its dimensions among high school students is moderate.
3. There is no significant difference between high school boys and girls in parental involvement and its dimensions.
4. There is no significant difference between high school boys and girls in anti-social behaviour and its dimensions.

308 students was selected from 10 schools using the simple random sampling technique. For the collection of data, the investigator used standardized tools, namely the Parental Involvement Scale developed by Sangeetha (2023) and the Anti-Social Behaviour Scale developed by Dhanesh (2017). Prior permission was obtained from the school authorities, and the questionnaires were administered among the students with necessary instructions. The responses were collected and analysed using appropriate statistical techniques. Percentage analysis was employed to determine the levels of parental involvement and anti-social behaviour, while the 't' test was used to examine the significant differences between boys and girls with respect to these variables and their dimensions.

METHODOLOGY

The present study adopted the survey method to investigate the level of parental involvement and anti-social behaviour among high school students. The population of the study comprised all high school students in Kanyakumari district. From this population, a sample of

ANALYSIS OF DATA AND INTERPRETATION

Table - 1

Level of Parental Involvement and Its Dimensions among High School Students

Variable and Its Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Parental Involvement	40	13%	223	72.4%	45	14.6%
Dimensions						
Parental Care	50	16.2%	127	41.2%	131	42.5%
Parental Encouragement	123	39.9%	170	55.2%	15	4.9%
Parental Attention	79	25.6%	132	42.9%	97	31.5%

It is inferred from Table 1 that the majority of high school students exhibit a moderate level of parental involvement and its dimensions. Specifically, 41.2% of the students fall under the moderate level in parental care, 55.2% in parental

encouragement, and 42.9% in parental attention. Similarly, with regard to overall parental involvement, a significant proportion of students (72.4%) are found to be at the moderate level. These findings indicated that most students experience

a reasonable degree of parental support, guidance, and attention, though not at a very high level. Hence, it can be concluded that the overall level of parental involvement and its dimensions among high school students is moderate.

Table -2

Level of Anti-Social Behaviour and Its Dimensions among High School Students

Variable and Its Dimensions	Low		Moderate		High	
	N	%	N	%	N	%
Anti-Social Behaviour	54	17.5%	144	46.8%	110	35.7%
Dimensions						
Physical Aggressive Behaviour	36	11.7%	268	87%	4	1.3%
Social Aggressive Behaviour	19	6.2%	230	74.7%	59	19.2%
Violating Rules/Regulation	4	1.3%	220	71.4%	84	27.3%

It is evident from Table 2 that the majority of high school students fall under the moderate level of anti-social behaviour and its dimensions. Specifically, 87% of the students are at the moderate level in physical aggressive behaviour, 74.7% in social aggressive behaviour, and 71.4% in violating rules and regulations. Similarly, with regard to overall anti-social behaviour, 46.8% of the students are found to be at the

moderate level. These findings indicate that most students exhibit a moderate tendency towards anti-social behaviour across different dimensions. Although a considerable proportion of students fall under the high category in certain aspects, the overall pattern suggests that anti-social behaviour among high school students is neither very low nor very high but remains at a moderate level.

Table - 3

Mean Score Difference Between Boys and Girls in Parental Involvement and Its Dimensions

Variable and Its Dimensions	Gender	N	Mean	SD	t -Value	Remarks
Parental Involvement	Boys	158	27.68	5.46	2.97	S
	Girls	150	25.93	4.83		
Dimensions						
Parental Care	Boys	158	12.04	3.73	0.01	NS
	Girls	150	12.04	3.03		
Parental Encouragement	Boys	158	7.54	1.51	3.93	S
	Girls	150	6.73	2.06		
Parental Attention	Boys	158	8.09	2.08	4.58	S
	Girls	150	7.15	1.46		
<i>S= Significant , NS = Not Significant at the 0.05 Level</i>						

It is observed from the table that the calculated t-values for parental encouragement ($t = 3.93$), parental attention ($t = 4.58$), and overall parental involvement ($t = 2.97$) are greater than the table value of 1.97 at the 0.05 level of significance. Hence, the null hypothesis is rejected for these variables. This indicates that there is a significant difference between high school boys and girls in terms of parental encouragement, parental attention, and overall parental involvement. Further, the mean scores reveal that boys have higher mean values

compared to girls in these dimensions. However, for parental care, the calculated t-value ($t = 0.01$) is less than the table value. Hence, the null hypothesis is accepted. This indicates that there is no significant difference between boys and girls with respect to parental care.

Overall, the findings suggest that gender differences exist in certain dimensions of parental involvement, particularly in encouragement and attention, while both boys and girls receive a similar level of parental care.

Table - 4
Mean Score Difference Between Boys and Girls in
Anti-Social Behaviour and Its Dimensions

Variable and Its Dimensions	Gender	N	Mean	SD	t -Value	Remarks
Anti-Social Behaviour	Boys	158	21.84	2.593	0.80	NS
	Girls	150	22.07	2.617		
Physical Aggressive Behaviour	Boys	158	7.57	0.86	0.91	NS
	Girls	150	7.48	0.86		
Social Aggressive Behaviour	Boys	158	7.68	1.20	0.66	NS
	Girls	150	7.59	1.16		
Violating Rules/Regulations	Boys	158	6.58	1.48	2.34	S
	Girls	150	7.00	1.65		
<i>S= Significant , NS = Not Significant at the 0.05 Level.</i>						

It is observed from Table 4 that the calculated t-value for violating rules and regulations ($t = 2.34$) is greater than the table value of 1.97 at the 0.05 level of significance. Hence, the null hypothesis is rejected for this dimension. This indicates that there is a significant difference between high school boys and girls in violating rules and regulations. However, the calculated t-values for overall anti-social behaviour ($t = 0.80$),

physical aggressive behaviour ($t = 0.91$), and social aggressive behaviour ($t = 0.66$) are less than the table value. Therefore, the null hypothesis is accepted for these variables, indicating that there is no significant difference between boys and girls in overall anti-social behaviour and these dimensions.

Overall, the findings reveal that gender differences exist only in the

dimension of violating rules and regulations, while both boys and girls exhibit similar levels in other aspects of anti-social behaviour.

FINDINGS

- The overall level of parental involvement among high school students was found to be moderate.
- The dimensions of parental involvement, namely parental care, parental encouragement, and parental attention, were also found to be at a moderate level.
- The overall level of anti-social behaviour among high school students was found to be moderate.
- The dimensions of anti-social behaviour, namely physical aggressive behaviour, social aggressive behaviour, and violating rules and regulations, were also observed to be at a moderate level.
- There was a significant difference between boys and girls in parental involvement and its dimensions such as parental encouragement and parental attention, with boys showing higher mean scores. Whereas, there was no significant difference between boys and girls in the dimension of parental care.
- There was no significant difference between boys and girls in overall anti-social behaviour, physical aggressive behaviour, and social aggressive behaviour. However, a significant difference was found in violating rules and regulations.

RECOMMENDATIONS

Based on the findings of the study, the following recommendations are suggested:

- Parents should provide proper guidance and create opportunities for their children to explore and understand their educational interests.
- Parents are encouraged to maintain regular and open communication with their children, which can strengthen emotional bonding and support positive behavioural development.
- Parents should motivate students to develop decision-making skills by allowing them to make independent and responsible choices.
- Schools should develop strong and positive relationships between teachers and students to build trust and reduce feelings of isolation that may lead to anti-social behaviour.
- Schools need to create a supportive and inclusive environment by promoting values such as respect, cooperation, and mutual understanding among students.
- Schools should actively involve parents in the educational and behavioural development of students by maintaining consistent communication and including them in behavioural intervention strategies.

CONCLUSION

The present study concludes that high school students exhibit a moderate level of parental involvement and anti-social behaviour. While students receive a reasonable level of support from their parents, there is a need to enhance

parental engagement and guidance. Strengthening collaboration between parents and schools can play a vital role in reducing anti-social tendencies and promoting positive behavioural and emotional development among students.

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ATTITUDE TOWARDS TEACHING AMONG SECONDARY SCHOOL TEACHERS: A COMPARATIVE STUDY

4

Harjot Kaur

Research Scholar
Akal College of Education
Mastuana Sahib, Sangrur
Punjab – 148 002

Dr. Sukhdeep Kaur

Principal
Akal College of Education
Mastuana Sahib, Sangrur
Punjab – 148 002

ABSTRACT

Teachers' attitudes towards their profession are central to shaping the quality of instruction and influencing student outcomes. This study presents a comparative analysis of teaching attitudes among government and private school teachers at the secondary level. Employing a descriptive survey design, the research was conducted on a sample of 200 teachers, comprising teachers from four districts of Punjab. The Teacher Attitude Inventory, a standardised tool developed by S. P. Ahluwalia, was employed to assess participants' attitudes across key dimensions. Data were analysed using descriptive statistics and independent samples t-tests to determine significant differences between groups. The results revealed a statistically significant difference in teaching attitudes, with government school teachers demonstrating a more favourable orientation toward their profession. These findings underscore the need to foster positive professional attitudes across school types and provide evidence to inform teacher education programs, institutional development, and policy-level reforms aimed at strengthening the teaching workforce.

Keywords: *Attitude, Teaching Attitude, School Teachers*

INTRODUCTION

Attitude is a psychological disposition that reflects an individual's consistent evaluative response towards people, objects, or situations. As Robbins (2022) defines, attitudes are "evaluative statements—either favourable or unfavourable—about objects, people,

or events," while Ajzen (2005) considers attitude as a learned tendency to respond consistently to a given object. In the teaching profession, attitude plays a pivotal role in shaping classroom dynamics, instructional quality, and student learning outcomes.

Teaching, as a profession, is both intellectual and emotional. It requires not only subject mastery and pedagogical competence but also a deep personal commitment to nurturing and inspiring learners. Within this framework, attitude towards teaching is understood as a teacher's beliefs, feelings, and predispositions towards their professional role. According to Sinaga and Pustika (2021), "Teaching attitude refers to a teacher's emotional and cognitive orientation towards the teaching profession, which influences their motivation, instructional decisions, and engagement with students." A favourable attitude towards teaching often correlates with higher motivation, greater instructional effectiveness, and better relationships with students, while an unfavourable attitude may lead to disengagement and diminished outcomes. Given the institutional differences in work culture, autonomy, and expectations between government and private schools, it becomes important to explore how these contexts may shape teachers' professional attitudes.

The present study aims to conduct a comparative analysis of teaching attitudes among government and private secondary school teachers using standardised tools and statistical methods. By identifying sector-wise differences, the research seeks to contribute to the growing discourse on teacher quality and professional development.

REVIEW OF RELATED LITERATURE

Chakraborty and Mondal (2009) explored the relationship between teachers' attitudes and professional commitment and found that teachers with positive attitudes were more engaged, professionally satisfied, and less likely to experience burnout. Bhargava and Bhatnagar (2011) analysed the impact of pre-service training on teaching attitudes in India and reported that formal training improved the cognitive and behavioural dimensions of teaching attitude, with variations across school types. Yilmaz and Altinkurt (2012), in a Turkish study, investigated the attitudes of government and private school teachers towards professional ethics and teaching responsibilities, revealing that government school teachers demonstrated higher alignment with ethical standards and greater role satisfaction. Similarly, Anwer, Zaman, and Anjum (2013), in a comparative study conducted in Pakistan, observed that government school teachers exhibited significantly more positive attitudes than private school teachers, particularly in terms of job satisfaction and societal respect. Farrukh and Shakoor (2018) examined in-service teachers' attitudes in relation to the institutional environment and concluded that favourable teaching attitudes were associated with supportive administration and professional autonomy, which are more prevalent in government sector schools.

Jimenez (2020) highlighted the role of emotional intelligence in shaping teaching attitudes and reported that emotionally intelligent teachers demonstrated more resilient and positive professional orientations across different types of schools. Sinaga and Pustika (2021) explored teaching attitudes in online learning environments during the COVID-19 pandemic and found that government school teachers exhibited greater adaptability and commitment, often supported by stronger institutional backing. Gupta and Jain (2022) assessed teaching attitudes among school teachers in Rajasthan and reported that government teachers possessed more favourable attitudes towards teaching due to better working conditions and systemic recognition. Zafar and Qadeer (2023) examined organisational climate and its impact on teacher attitudes in South Asia and concluded that structured administrative systems in government schools fostered more stable and favourable teaching attitudes compared to the performance-driven environment of many private schools. Narayan and Thomas (2024), in the Indian context, emphasised that institutional support, teaching autonomy, and fair appraisal systems significantly influence teachers' attitudes, particularly among government school teachers.

SIGNIFICANCE OF THE STUDY

The present study is significant as it advances empirical understanding of how institutional context, gender and

locality shape teachers' professional attitudes. By systematically comparing government and private secondary school teachers, the research addresses a gap in the literature and provides evidence-based insights that can inform teacher education policy, institutional reforms, and professional development strategies. The findings not only contribute to the theoretical discourse on teacher attitudes but also offer actionable recommendations for fostering a more positive and effective teaching force, thereby enhancing educational quality and student outcomes. Specifically, the study provides empirical evidence on sector-wise differences in teaching attitudes, which can assist policymakers and administrators in designing targeted interventions for improving teacher motivation and effectiveness. It also serves as a reference for teacher educators and researchers in developing context-specific strategies to strengthen professional commitment among teachers.

OBJECTIVES

- To study the differences in teaching attitudes between teachers working in government and private secondary schools.
- To study the differences in teaching attitudes between male and female secondary school teachers.
- To study the differences in teaching attitudes between rural and urban secondary school teachers.

HYPOTHESES

1. There is no significant difference in the teaching attitudes between teachers working in government and private secondary schools.
2. There is no significant difference in the teaching attitudes of male and female secondary school teachers.
3. There is no significant difference in the teaching attitudes of rural and urban secondary school teachers.

METHODOLOGY

The present study adopted a descriptive survey method to examine and compare the teaching attitudes of secondary school teachers. The study was conducted on a sample of 200 secondary school teachers, equally distributed between government (n = 100) and private (n = 100) schools. Each category comprised 50 male and 50 female teachers. Further, within both government and private school groups, the sample was equally stratified based on locality, with 25 urban and 25 rural teachers in each gender category. This stratified sampling structure ensured balanced representation of gender and locality

across school types, thereby facilitating meaningful comparisons and minimising sampling bias. The participants were selected from four districts of Punjab, namely Fatehgarh Sahib, Sangrur, Ludhiana, and Malerkotla. The data were collected using the Teaching Attitude Inventory (TAI) developed by Dr. S. P. Ahluwalia (1978). The collected data were analysed using both descriptive and inferential statistics. Descriptive statistics, such as mean and standard deviation, were employed to summarise the data. Inferential statistics, particularly the independent samples t-test, were used to examine the significance of differences in teaching attitudes between groups based on type of school (government and private), gender (male and female), and locality (rural and urban). The level of significance was set at 0.05 for testing the hypotheses.

ANALYSIS OF DATA AND INTERPRETATION

Hypothesis 1 - There is no significant difference in the teaching attitudes between teachers working in government and private secondary schools.

Table - 1
Mean Score Difference in the Teaching Attitudes between Teachers working in Government and Private Secondary Schools

Group	N	Mean	SD	t - Value	Remark
Government	100	232.22	17.91	1.29	NS
Private	100	228.76	20.07		

NS=Not Significant at the 0.05 Level

Table 1 shows that the mean teaching attitude score of government school teachers (M = 232.22, SD = 17.91) is slightly higher than that of private school teachers (M = 228.76, SD = 20.07). The obtained t-value 1.29 is less than the critical values at both the 0.05 (± 1.972) and 0.01 (± 2.601) levels of significance. Hence, the difference in mean scores is not statistically significant. Therefore, the null hypothesis stating that there is no significant difference in the teaching attitudes of government and private secondary school teachers is

accepted. Thus, it is stated that the type of institution—government or private—does not have a significant influence on the teaching attitudes of secondary school teachers. Although a marginal difference in mean scores is observed, it is not substantial enough to be considered statistically significant.

Hypothesis 2 - There is no significant difference in the teaching attitudes of male and female secondary school teachers.

Table - 2
Mean Score Difference in the Teaching Attitudes between Male and Female Teachers

Group	N	Mean	SD	t- Value	Remark
Male	100	231.08	18.37	0.44	NS
Female	100	229.90	19.80		
<i>NS=Not Significant at the 0.05 Level</i>					

Table 2 shows that the mean teaching attitude score of male teachers (M = 231.08, SD = 18.37) is slightly higher than that of female teachers (M = 229.90, SD = 19.80), with both groups comprising an equal sample size of 100. The obtained t-value 0.44 is less than the critical values at both the 0.05 (± 1.972) and 0.01 (± 2.601) levels of significance for a two-tailed test with 198 degrees of freedom. Hence, the difference in mean scores is not statistically significant. Therefore, the null hypothesis, which states that

there is no significant difference in teaching attitudes with respect to gender, is accepted. Thus, it is stated that gender does not have a significant influence on teachers' attitudes towards teaching. Both male and female secondary school teachers exhibit similar levels of teaching attitude.

Hypothesis 3 - There is no significant difference in the teaching attitudes of rural and urban secondary school teachers.

Table - 3
Mean Score Difference in the Teaching Attitudes between
Rural and Urban Teachers

Group	N	Mean	S. D	t- Value	Remark
Urban	100	235.86	17.10	4.14	S
Rural	100	225.12	19.48		
<i>S= Significant at the 0.05 Level</i>					

Table 3 shows that the mean teaching attitude score of urban teachers (M = 235.86, SD = 17.10) is higher than that of rural teachers (M = 225.12, SD = 19.48), with both groups consisting of an equal sample size of 100. The obtained t-value 4.14 exceeded the critical values at both the 0.05 (± 1.972) and 0.01 (± 2.601) levels of significance for a two-tailed test with 198 degrees of freedom. This indicated that the difference in mean scores is statistically significant. Therefore, the null hypothesis, which states that there is no significant difference in teaching attitudes between urban and rural teachers, is rejected. The higher mean score of urban teachers suggested that they possess a more favourable attitude towards teaching compared to rural teachers. This difference may be attributed to factors such as greater access to educational resources, professional development opportunities, exposure to innovative teaching practices, and better infrastructural facilities in urban areas.

FINDINGS

The major findings of the study are as follows:

- There is no significant difference in the teaching attitudes of government

and private secondary school teachers, although government school teachers have slightly higher mean scores.

- There is no significant difference in the teaching attitudes of male and female secondary school teachers, indicating that gender does not influence teachers' attitudes towards teaching.
- There is a significant difference in the teaching attitudes of urban and rural secondary school teachers. Urban teachers exhibit a more favourable attitude towards teaching compared to rural teachers.

CONCLUSION

The present study examined the teaching attitudes of secondary school teachers with respect to type of institution, gender, and locality. The findings revealed that neither the type of school (government or private) nor gender significantly influenced teachers' attitudes towards teaching. This suggests that professional orientation and commitment towards teaching are relatively consistent across these categories. However, locality was

found to have a significant impact on teaching attitudes, with urban teachers demonstrating more favourable attitudes than their rural counterparts. This difference may be attributed to variations in access to resources, professional development opportunities, institutional support, and exposure to modern teaching practices.

Based on the results it is concluded that while teaching attitude appears to be independent of institutional type and gender, it is influenced by contextual factors such as locality. Therefore, there is a need to strengthen support systems, improve infrastructure, and enhance professional development opportunities, particularly in rural areas, to foster more positive teaching attitudes and ensure equitable quality in education.

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FACEBOOK USAGE AND ACADEMIC PERFORMANCE OF HIGH SCHOOL STUDENTS

5

E.S. Ashli Mol

M.Ed Student
Bethlahem College of Education
Karungal, Kanyakumari
Tamil Nadu – 629 157

Dr. N.R. Geetha

Professor
Bethlahem College of Education
Karungal, Kanyakumari
Tamil Nadu – 629 157

ABSTRACT

The present study examined Facebook usage and academic performance among high school students. The investigator adopted the survey method for the study. The tools used were the Facebook Usage Scale (2022), constructed and validated by the investigator, and the marks obtained by students in the half-yearly examination to assess academic performance. Data were collected from 300 high school students from different schools in Kanyakumari District. The statistical techniques employed were the t-test and correlation analysis. The results revealed that there is no significant relationship between Facebook usage and academic performance among high school students.

Keywords: Facebook Usage, Academic Performance, High School Students

INTRODUCTION

The rapid advancement of science and technology has brought significant transformations in all spheres of human life, particularly in the field of education. In the 21st century, often referred to as the digital age, technology has become an indispensable part of the teaching–learning process. Students today have access not only to computers but also to the internet and various digital platforms that support academic activities. Simultaneously, teachers increasingly incorporate technological tools to make instruction more interactive, engaging,

and effective. As a result, technology has redefined both how students learn and how teachers teach (Selwyn, 2016). Among the various technological innovations, social media has emerged as a powerful medium of communication and interaction. Facebook, in particular, is one of the most widely used social networking platforms among adolescents and students. With billions of active users worldwide, it provides opportunities for users to connect, communicate, and share information instantly (Statista, 2023). Students use Facebook for multiple purposes, including social interaction,

entertainment, sharing academic materials, and participating in online discussions. Its features—such as posts, stories, groups, and messaging—make it a versatile platform for both personal and educational use (Pempek, Yermolayeva, & Calvert, 2009).

In the context of education, Facebook can serve as a valuable tool for collaborative learning, peer interaction, and access to a wide range of information and resources. Students can join academic groups, exchange ideas, clarify doubts, and stay updated on educational content. Such interactions may enhance learning experiences and promote knowledge sharing beyond the classroom environment (Madge, Meek, Wellens, & Hooley, 2009). However, despite these potential benefits, excessive and unregulated use of Facebook may pose serious challenges to students' academic performance. High school students, in particular, are at a critical stage of their academic and personal development, where effective time management and concentration are essential for success. The addictive nature of social media, continuous notifications, and engagement in non-academic activities such as chatting, gaming, and browsing can distract students from their studies. This may lead to reduced study time, lack of focus, poor academic engagement, and ultimately lower academic achievement (Junco, 2012).

Moreover, prolonged use of Facebook may also affect students' psychological well-being, leading to issues such as

stress, anxiety, and social isolation. These factors indirectly influence academic performance by affecting students' motivation, attention span, and overall learning efficiency (Kross et al., 2013). Therefore, while Facebook offers opportunities for educational enrichment, its misuse can hinder students' academic progress. Given these contrasting perspectives, it becomes essential to examine the relationship between Facebook usage and academic performance among high school students. Understanding whether Facebook acts as a supportive educational tool or a source of distraction will help educators, parents, and policymakers develop appropriate strategies for its effective and responsible use. In this context, the present study attempts to investigate the extent of Facebook usage and its influence on the academic performance of high school students.

SIGNIFICANCE OF THE STUDY

In the contemporary digital age, social media platforms have become an integral part of students' daily lives, with Facebook being one of the most widely used among high school students. While it offers opportunities for communication, collaboration, and access to educational content, its excessive use may negatively influence students' academic performance by diverting their attention from studies and affecting their time management. At the high school level, where academic achievement plays a crucial role in shaping future educational and career

prospects, it is essential to understand the extent and nature of Facebook usage. The present study is needed to examine whether Facebook acts as a supportive learning tool or a source of distraction. Its significance lies in providing insights for teachers, parents, and policymakers to promote responsible use of social media, enhance digital literacy, and ensure that students maintain a balance between academic responsibilities and online engagement.

REVIEW OF RELATED LITERATURE

Several studies have examined the relationship between Facebook usage and academic performance, with mixed findings. Junco, R. (2012) found that increased time spent on Facebook was negatively associated with students' academic performance, particularly when it interfered with study time and academic engagement. Similarly, Kirschner, P. A. and Karpinski, A. C. (2010) reported that students who frequently used Facebook tended to have lower grade point averages compared to non-users, suggesting that excessive social media use may distract students from their academic tasks. On the other hand, some researchers have highlighted the positive academic potential of Facebook. Madge, C. et al. (2009) observed that Facebook can support informal learning, peer interaction, and academic discussions among students. Likewise, Pempek, T. A. et al. (2009) found that students use Facebook not only for social purposes but also for sharing

academic information and maintaining educational connections. These findings indicate that when used appropriately, Facebook can enhance collaborative learning and extend learning beyond the classroom. Furthermore, research has also focused on the psychological and behavioural aspects of Facebook usage. Kross, E. et al. (2013) reported that excessive Facebook use may lead to decreased well-being, which can indirectly affect academic performance. Rosen, L. D. et al. (2013) highlighted that multitasking with social media negatively impacts students' concentration and learning efficiency. These studies suggest that the impact of Facebook usage is not merely academic but also psychological, thereby reinforcing the need for balanced and mindful usage among students. Further, recent studies have focused on the behavioural and psychological implications of Facebook usage. Chakraborty, P. K. et al. (2024) found that excessive Facebook usage among secondary school students negatively affects academic performance and is associated with mental health concerns, emphasising the need for balanced usage. Similarly, Mohamed, E. F. et al. (2025) reported that Facebook addiction is increasingly prevalent among students and has a detrimental effect on both academic performance and psychological well-being. These findings indicate that while Facebook has educational benefits, its excessive use may lead to adverse academic and emotional outcomes.

OBJECTIVES

- To find out whether there is any significant difference in the Facebook usage of high school students with regard to gender.
- To find out whether there is any significant difference in the Facebook usage of high school students with regard to the medium of instruction.
- To find out whether there is any significant difference in the academic performance of high school students with regard to gender.
- To find out whether there is any significant difference in the academic performance of high school students with regard to the medium of instruction.
- To find out whether there is any significant relationship between Facebook usage and the academic performance of high school students.

HYPOTHESES

1. There is no significant difference in the Facebook usage of high school students with regard to gender.
2. There is no significant difference in the Facebook usage of high school students with regard to the medium of instruction.
3. There is no significant difference in the academic performance of high school students with regard to gender.

4. There is no significant difference in the academic performance of high school students with regard to the medium of instruction.
5. There is no significant relationship between Facebook usage and the academic performance of high school students.

METHODOLOGY

The present study adopted the survey method to investigate the relationship between Facebook usage and academic performance among high school students. The survey method was considered appropriate as it enables the collection of data from a large group of respondents in a systematic manner. The study was conducted in Kanyakumari District. The sample consisted of 300 high school students selected from different schools using a suitable sampling technique. The primary tool used for data collection was the Facebook Usage Scale (2022), which was constructed and validated by the investigators to measure the extent of Facebook usage among students. Academic performance was assessed based on the marks obtained by the students in their half-yearly examinations. These marks were collected from school records with due permission. The collected data were carefully tabulated and analysed using appropriate statistical techniques such as descriptive analysis, differential analysis and correlation analysis. The t-test was applied to examine differences between groups and correlation analysis to determine the

relationship between Facebook usage and academic performance. The results were interpreted in accordance with the stated objectives and hypotheses of the study.

ANALYSIS OF THE DATA AND INTERPRETATION

Hypothesis 1 - There is no significant difference in the Facebook usage of high school students with regard to gender.

Table - 1
Difference in Facebook Usage among High School Students with regard to Gender

Variable	Gender	N	Mean	SD	t- Value	Remark
Facebook Usage	Male	150	78.14	17.16	11.50	S
	Female	150	55.66	16.67		
<i>S = Significant at the 0.05 Level</i> <i>(The table value of 't' at 0.05 level of significance is 1.96)</i>						

It is inferred from the table 1 that the calculated t-value (11.50) is greater than the table value at the 0.05 level of significance. This indicates that there is a statistically significant difference in Facebook usage between male and female high school students. Hence, the null hypothesis stating that there is no significant difference in Facebook usage with regard to gender is rejected. Further, a comparison of the mean scores

reveals that male students (Mean = 78.14) have higher Facebook usage than female students (Mean = 55.66). This suggests that male students tend to spend more time or engage more actively on Facebook compared to female students.

Hypothesis 2 - There is no significant difference in the Facebook usage of high school students with regard to the medium of instruction.

Table - 2
Difference in Facebook Usage among High School Students with regard to Medium of Instruction

Variable	Medium of Instruction	N	Mean	SD	t- Value	Remark
Facebook Usage	Tamil	99	71.26	18.57	2.64	S
	English	201	64.75	20.81		
<i>S = Significant at the 0.05 Level</i>						

It is observed from the table 2 that the calculated t-value (2.64) is greater than the table value at the 0.05 level of significance. This indicates that there is a statistically

significant difference in Facebook usage among high school students with regard to the medium of instruction. Hence, the null hypothesis stating that there is no

significant difference in Facebook usage with regard to the medium of instruction is rejected. Further, a comparison of the mean scores shows that Tamil medium students (Mean = 71.26) have higher Facebook usage than English medium students (Mean = 64.75). This implies that students studying in the Tamil

medium tend to use Facebook more than those studying in the English medium.

Hypothesis 3- There is no significant difference in the academic performance of high school students with regard to gender.

Table - 3
Difference in Academic Performance among High School Students with regard to Gender

Variable	Gender	N	Mean (Maximum 500)	SD	t - Value	Remark
Academic Performance	Male	150	357.30	100.27	1.80	NS
	Female	150	376.81	86.64		
<i>NS = Not Significant at the 0.05 Level</i>						

It is inferred from the table 3 that the calculated t-value (1.80) is less than the table value at the 0.05 level of significance. This indicates that there is no statistically significant difference in the academic performance of high school students with regard to gender. Hence, the null hypothesis stating that there is no significant difference in academic performance with regard to gender is

accepted. Further, a comparison of the mean scores shows that female students (Mean = 376.81) have slightly higher academic performance than male students (Mean = 357.30).

Hypothesis 4- There is no significant difference in the academic performance of high school students with regard to the medium of instruction.

Table - 4
Difference in Academic Performance among High School Students with regard to Medium of Instruction

Variable	Medium of instruction	N	Mean (Maximum 500)	SD	t - Value	Remark
Academic Performance	Tamil	99	346.24	104.32	2.72	S
	English	201	377.31	87.03		
<i>S = Significant at the 0.05 Level</i>						

It is inferred from the table 4 that the calculated t-value (2.72) is greater than the table value at the 0.05 level of significance. This indicates that there is a statistically significant difference in the academic performance of high school students with regard to the medium of instruction. Hence, the null hypothesis stating that there is no significant difference in academic performance with regard to the medium of instruction is rejected. Further, a comparison of the mean scores reveals that English medium

students (Mean = 377.31) have higher academic performance than Tamil medium students (Mean = 346.24). This suggests that students studying in the English medium tend to perform better academically than those studying in the Tamil medium.

Hypothesis 5- There is no significant relationship between Facebook usage and the academic performance of high school students.

Table - 5
Relationship between Facebook Usage and Academic Performance among High School Students

Variables	N	r- Value	Remark
Facebook Usage & Academic Performance	300	0.064	Very Low Correlation

It is observed from the table 5 that the calculated r-value (0.064) is very low and is not significant. This indicates that there is no statistically significant relationship between Facebook usage and academic performance among high school students. Hence, the null hypothesis stating that there is no significant relationship between Facebook usage and academic performance is accepted. Further, the obtained correlation value shows that the relationship is too weak to have any meaningful impact. Therefore, it can be concluded that Facebook usage does not significantly influence the academic performance of high school students.

FINDINGS

- There is a significant difference in the Facebook usage of high school students with regard to gender. Male students were found to have higher Facebook usage than female students.
- There is a significant difference in the Facebook usage of high school students with regard to the medium of instruction. Tamil medium students were found to use Facebook more than English medium students.
- There is no significant difference in the academic performance of high school students with regard to gender. Although female students

showed slightly higher mean scores, the difference was not statistically significant.

- There is a significant difference in the academic performance of high school students with regard to the medium of instruction. English medium students were found to perform better academically than Tamil medium students.
- There is no significant relationship between Facebook usage and academic performance among high school students. The correlation between the two variables was found to be negligible and not statistically significant.

CONCLUSION

The present study examined the relationship between Facebook usage

and academic performance among high school students. The results revealed that there is no significant relationship between Facebook usage and academic performance. However, significant differences were found in Facebook usage with regard to gender and medium of instruction, and in academic performance with regard to medium of instruction. The study concludes that Facebook usage, when used in moderation, may not directly affect students' academic performance. At the same time, excessive or improper use may create distractions. Therefore, it is important for students to maintain a balance between their academic responsibilities and social media usage. Proper guidance from teachers and parents can help students to use Facebook in a productive manner without affecting their academic performance.

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SOCIAL INTELLIGENCE AND EMOTIONAL ADJUSTMENT AMONG PRE-SERVICE TEACHERS

6

S. Ramesh

Research Scholar
Sri Ramakrishna Mission Vidyalaya
College of Education
Coimbatore, Tamil Nadu - 641 020

Dr. R. Ayyappan

Assistant Professor in Physical Science
Sri Ramakrishna Mission Vidyalaya
College of Education
Coimbatore, Tamil Nadu - 641 020

ABSTRACT

The understanding that teachers need sound knowledge is increasingly being complemented by the recognition of their social and emotional competencies, in addition to their subject expertise. This study explored the relationship between social intelligence and emotional adjustment among pre-service teachers and analysed differences based on specific demographic variables. A descriptive correlational research design was used, and data were collected from 200 pre-service student teachers selected through stratified random sampling from teacher education institutions in Coimbatore, Tamil Nadu. Standardised scales for Social Intelligence and Emotional Adjustment, both of which demonstrated high reliability, were employed for data collection. Descriptive statistics, independent samples t-tests, and Pearson's product-moment correlation were utilised for data analysis. The results indicated significant gender differences in both social intelligence and emotional adjustment. Additionally, emotional adjustment varied significantly based on locality. The study revealed a strong and statistically significant positive relationship between social intelligence and emotional adjustment. These findings underscore the importance of systematically developing social and emotional competencies within pre-service teacher education programmes to enhance effective classroom engagement and emotional adaptability.

Keywords: *Social Intelligence, Emotional Adjustment, Pre-Service Teachers, Teacher Education*

INTRODUCTION

Teaching is a profession that demands continuous social interaction and emotional engagement. Teachers

are required to manage classroom dynamics, respond empathetically to students, collaborate with colleagues, and cope with institutional pressures.

Consequently, psychological constructs such as social intelligence and emotional adjustment have gained prominence in contemporary teacher education research (Goleman, 1995; Jennings & Greenberg, 2009). Social intelligence refers to an individual's ability to understand social situations, interpret interpersonal cues, and respond effectively in social interactions (Thorndike, 1920; Albrecht, 2006). In the context of teaching, social intelligence enables educators to build positive relationships, manage classroom behaviour, and foster inclusive learning environments (Singh & Sharma, 2018).

Emotional adjustment involves the capacity to regulate emotions, cope with stress, and maintain emotional stability across diverse situations (Shaffer & Kipp, 2014). Pre-service teachers often experience anxiety and emotional strain during teaching practice and evaluations, making emotional adjustment a crucial determinant of teaching effectiveness and professional well-being (Kumar & Gupta, 2021). Theoretical and empirical studies suggest that social intelligence and emotional adjustment are interrelated constructs. Individuals with higher social understanding tend to demonstrate better emotional regulation and adaptability (Bar-On, 2006). However, limited empirical evidence exists regarding this relationship among pre-service B.Ed. teachers in the Indian context, necessitating systematic investigation.

Teacher effectiveness is increasingly influenced by social and emotional competencies alongside subject

knowledge. Pre-service teachers are expected to manage diverse classrooms, maintain healthy interpersonal relationships, and cope with emotional demands during training and teaching practice. However, many teacher trainees experience difficulties in emotional regulation and social interaction, which may negatively impact their professional readiness. Despite the recognised importance of these competencies, limited empirical research has examined the relationship between social intelligence and emotional adjustment among pre-service teachers within the Indian teacher education context.

NEED FOR THE STUDY

The present study is essential due to the growing emphasis on social-emotional learning in teacher education. Understanding how social intelligence influences emotional adjustment can help teacher educators design targeted interventions to enhance trainee preparedness, reduce stress and promote professional well-being. Additionally, identifying demographic differences provides insights for developing inclusive and responsive teacher training programmes. The present study aims to determine the level of social intelligence and emotional adjustment during the pre-service period.

REVIEW OF RELATED LITERATURE

The constructs of social intelligence and emotional adjustment have received considerable attention in educational

psychology due to their relevance to teaching effectiveness, professional competence, and the psychological well-being of teachers. This section reviews theoretical foundations and empirical studies related to social intelligence, emotional adjustment, and their interrelationship, with specific emphasis on teacher education. Shukla and Mishra (2022) identified a significant positive correlation between social intelligence and emotional stability among teacher trainees. Their findings suggested that individuals with higher social intelligence tend to demonstrate better emotional regulation and adjustment, reinforcing the idea that social and emotional competencies function synergistically in educational settings, particularly in teacher preparation. Kumar and Gupta (2021) found that emotional adjustment significantly contributed to stress management and resilience during teaching practice. Their study highlighted the importance of emotional regulation in maintaining psychological well-being among teacher trainees and sustaining effective teaching performance. Patil (2020) observed that emotionally well-adjusted student teachers exhibited higher teaching confidence, greater emotional stability, and lower levels of teaching-related anxiety during practice teaching sessions. These results suggest that emotional adjustment plays a crucial role in enabling pre-service teachers to manage classroom-related stressors effectively. Patel (2019) reported that social intelligence was a significant predictor of classroom management

effectiveness among teacher trainees. The findings indicated that teachers with higher social intelligence are better equipped to manage classroom dynamics and regulate student behaviour effectively.

Singh and Sharma (2018) found that student teachers with higher levels of social intelligence demonstrated superior classroom communication, effective facilitation of collaborative learning, and better peer interaction skills. Their study highlighted the importance of social intelligence in enhancing the professional capabilities of teacher trainees. Albrecht (2006) expanded the early conceptualisation of social intelligence by proposing a multidimensional framework consisting of social awareness, social skills, and social adaptability. He explained that social intelligence enables individuals to accurately perceive social situations, respond appropriately, and adapt their behaviour effectively across diverse social contexts. This framework has been widely applied in educational and organisational research to examine interpersonal effectiveness and professional competence. Bar-On (2006), through his emotional-social intelligence model, emphasised that emotional and social competencies are interdependent and jointly contribute to personal effectiveness and professional success. According to this model, the ability to understand social cues and regulate emotions enhances interpersonal functioning and adaptive behaviour.

OBJECTIVES

- To study the significant differences in social intelligence among pre-service teachers with respect to their gender and locality.
- To study the significant differences in emotional adjustment among pre-service teachers with respect to their gender and locality.
- To study the relationship between social intelligence and emotional adjustment among pre-service teachers.

HYPOTHESES

1. There is no significant difference in social intelligence among pre-service teachers with respect to their gender.
2. There is no significant difference in social intelligence among pre-service teachers with respect to their locality.
3. There is no significant difference in emotional adjustment among pre-service teachers with respect to their gender.
4. There is no significant difference in emotional adjustment among pre-service teachers with respect to their locality.
5. There is no significant relationship between social intelligence and emotional adjustment among pre-service teachers.

METHODOLOGY

The investigators adopted the descriptive survey method for the present study. A correlational research design was employed to examine the relationship between social intelligence and emotional adjustment among pre-service teachers. Pre-service teachers in this study refer to student teachers who were studying the B.Ed. programme in teacher education colleges and are undergoing professional training to become future teachers. The sample consisted of 200 pre-service teachers studying the B.Ed. programme, selected through stratified random sampling from various teacher education colleges in Coimbatore, Tamil Nadu. The sample represented both male and female student teachers and different localities such as rural and urban areas. For data collection, the researchers constructed and validated two research tools, namely the Social Intelligence Scale (SIS) and the Emotional Adjustment Scale (EAS). The Social Intelligence Scale consisted of 50 items, and the Emotional Adjustment Scale consisted of 42 items. Both tools were designed in the five-point Likert type scale format. The reliability and validity of the tools were established before administration. The collected data were analysed using appropriate statistical techniques such as descriptive statistics (Mean and Standard Deviation), the independent samples t-test to find significant differences between groups and Pearson's Product Moment Correlation to determine the relationship between social intelligence and emotional adjustment among pre-service teachers.

ANALYSIS OF DATA AND INTERPRETATION

The level of social intelligence and emotional adjustment among pre-service teachers.

Table - 1
Descriptive Statistics of Social Intelligence and Emotional Adjustment among Pre-Service Teachers

Variable	N	Mean	SD
Social Intelligence	200	167.45	18.62
Emotional Adjustment		149.38	16.94

The above table 1 presents the descriptive statistics of the major variables of the study. Since the Social Intelligence Scale consisted of 50 items with a maximum score of 5 for each item, the maximum obtainable score was 250. The mean score obtained by the pre-service teachers was 167.45 (SD = 18.62), which indicates a moderate level of social intelligence. Similarly, the Emotional Adjustment Scale consisted of 42 items

with a maximum score of 5 for each item; therefore, the maximum obtainable score was 210. The mean score obtained by the pre-service teachers was 149.38 (SD = 16.94), which indicates a high level of emotional adjustment.

Hypothesis - 1

There is no significant difference in social intelligence among pre-service teachers with respect to their gender.

Table - 2
Social Intelligence of Pre-Service Teachers with respect to their Gender

Variable	Group	N	Mean	SD	t-Value	Remark
Social Intelligence	Male	100	162.18	17.94	3.94	S
	Female	100	172.72	18.31		
<i>S = Significant at the 0.05 Level</i>						

It is observed from table 2 that the calculated t-value (3.94) is significant at the 0.05 level. Hence, there is a significant difference between male and female pre-service teachers with respect to social intelligence. Therefore, the null hypothesis stating that there is no significant difference in social intelligence with respect to gender is rejected. Further, the mean scores show that female pre-service teachers (Mean

= 172.72) scored higher than male pre-service teachers (Mean = 162.18). This indicates that female pre-service teachers possess a higher level of social intelligence than their male counterparts.

Hypothesis - 2

There is no significant difference in social intelligence among pre-service teachers with respect to their locality.

Table - 3

Social Intelligence of Pre-Service Teachers with respect to their Locality

Variable	Group	N	Mean	SD	t-Value	Remark
Social Intelligence	Rural	90	169.84	18.05	1.72	NS
	Urban	110	165.49	18.91		

NS = Not Significant at the 0.05 Level

It is observed from table 3 that the calculated t-value (1.72) is not significant at the 0.05 level. Hence, it is inferred that there is no significant difference in the social intelligence of pre-service teachers with respect to their locality. Therefore, the null hypothesis is accepted. However, the mean score indicates that pre-service teachers from rural areas (Mean

= 169.84) have slightly higher social intelligence than urban student teachers (Mean = 165.49), though the difference is not statistically significant.

Hypothesis - 3

There is no significant difference in emotional adjustment among pre-service teachers with respect to their gender.

Table - 4

Emotional Adjustment of Pre-Service Teachers with respect to their Gender

Variable	Group	N	Mean	SD	t-Value	Remark
Emotional Adjustment	Male	100	145.02	16.78	3.11	S
	Female	100	153.74	16.96		

S = Significant at the 0.05 Level

It is observed from table 4 that the calculated t-value (3.11) is significant at the 0.05 level. Hence, it is inferred that there is a significant difference in the emotional adjustment of pre-service teachers with respect to their gender. Therefore, the null hypothesis is rejected. The mean scores indicate that female

pre-service teachers (Mean = 153.74) have higher emotional adjustment than male student teachers (Mean = 145.02).

Hypothesis - 4

There is no significant difference in emotional adjustment among pre-service teachers with respect to their locality.

Table - 5

Emotional Adjustment of Pre-Service Teachers with respect to their Locality

Variable	Group	N	Mean	SD	t-Value	Remark
Emotional Adjustment	Rural	90	152.31	17.29	2.14	S
	Urban	110	147.06	16.53		

S = Significant at the 0.05 Level

It is observed from table 5 that the calculated t-value (2.14) is significant at the 0.05 level. Hence, it is inferred that there is a significant difference in the emotional adjustment of pre-service teachers with respect to their locality. Therefore, the null hypothesis is rejected. The mean scores indicate that pre-service

teachers from rural areas (Mean = 152.31) have higher emotional adjustment than those from urban areas (Mean = 147.06).

Hypothesis - 5

There is no significant relationship between social intelligence and emotional adjustment among pre-service teachers.

Table - 6
Relationship between Social Intelligence and Emotional Adjustment among Pre-Service Teachers

Variables	N	r - Value	p - Value	Result
Social Intelligence Vs Emotional Adjustment	200	0.64	0.021	Significant Positive Correlation

It is inferred from table 6 that the calculated r- value (0.64) indicates a positive correlation between social intelligence and emotional adjustment among pre-service teachers. Since the p-value (0.021) is significant at the 0.05 level, the relationship is statistically significant. Hence, the null hypothesis is rejected. This indicates that higher levels of social intelligence are associated with higher levels of emotional adjustment among pre-service teachers.

FINDINGS

- The pre-service teachers possessed a moderate level of social intelligence and a high level of emotional adjustment.
- There was a significant difference in social intelligence with respect to gender. Female pre-service teachers scored higher than male pre-service teachers.

- There was no significant difference in social intelligence with respect to locality. However, pre-service teachers from rural areas scored slightly higher than those from urban areas.
- There was a significant difference in emotional adjustment with respect to gender. Female pre-service teachers showed higher emotional adjustment than male pre-service teachers.
- There was a significant difference in emotional adjustment with respect to locality. Pre-service teachers from rural areas showed higher emotional adjustment than those from urban areas.
- There was a significant positive correlation between social intelligence and emotional adjustment among pre-service teachers. Higher levels

of social intelligence were associated with higher levels of emotional adjustment among pre-service teachers.

EDUCATIONAL IMPLICATIONS

- Teacher education programmes should incorporate structured activities that strengthen interpersonal skills, communication abilities, and collaborative competencies among pre-service teachers.
- Training in emotional regulation, stress management, and coping strategies should be included to support the psychological well-being of teacher trainees during professional preparation.
- Uniform training approaches may be implemented to develop social competencies among pre-service student teachers from diverse backgrounds.
- Teacher education curricula should integrate the development of social intelligence and emotional competencies to enhance professional effectiveness in classroom environments.
- Mentoring systems, counselling services, and supportive learning environments should be strengthened to help pre-service student teachers adapt to varied socio-environmental contexts.

CONCLUSION

The present study examined the relationship between social intelligence and emotional adjustment among pre-service teachers, along with selected demographic differences. The findings revealed that social intelligence is significantly and positively associated with emotional adjustment, highlighting the interconnected nature of social and emotional competencies in teacher education contexts. The observed gender differences in both social intelligence and emotional adjustment suggest that male and female pre-service student teachers may differ in their social and emotional skill development during teacher training. Additionally, the significant difference in emotional adjustment based on locality underscores the influence of contextual factors on emotional functioning among pre-service student teachers. Thus, the study emphasises the importance of fostering social intelligence and emotional adjustment within pre-service teacher education programmes, as these attributes are integral to effective teaching and professional preparedness. The findings contribute to the growing body of literature on social and emotional competencies in teacher education and provide a foundation for future research exploring targeted interventions and contextual influences.

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