V.O. Chidambaram College of Education – A Glimpse

Thoothukudi has earned for itself a name in history not only for its lustrous pearls but also for the illustrious patriots. While it had been growing into an important industrial and commercial centre, it was lagging behind in Higher Education. In this context, with the good wishes and support of our national leaders and under the dynamic leadership of **our founder secretary Kulapathi, Tamizhavel Shri. A. P. C. Veerabahu.,** V. O. C. Educational Society was founded, just 2 days before the Independence, on 13th August 1947 with the vision of "Education should not be commercialised on any account" and "Education for all". The sensible and studious efforts of our founder secretary Kulapathi Shri. A.P.C.Veerabahu, V.O.Chidambaram College of Education which was named after the **great patriot and freedom fighter Shri. V.O.Chidambaram**, took roots in 1955. Today, V.O.Chidambaram College of Education has grown to glorious heights within the six decades to become one of the premier Teacher Education Institutions in Tamil Nadu and enjoys nationwide reputation for its high standards and Excellence in Education. It also acts as the striving force for the upliftment of the deprived community with the sagacious pains taken by our President Shri. A.P.C.V. Chockalingam and functions effectively under the Secretaryship of Shri. A.P.C.V. Shanmugam.

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3.	Research	M.Phil. Education (F.T)	Degree	1 Year	P.G. with M.Ed
		M.Phil. Education (P.T)	Degree	2 Years	P.G. with M.Ed
		Ph.D. Education (F.T)	Degree	3 Years	P.G. with M.Ed
		Ph.D. Education (P.T)	Degree	3 Years	P.G. with M.Ed
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		Diploma in Gandhian Thought (CGT)	Diploma	3 Months	Any Degree
		Vivekananda Academy of Cultural Studies	Certificate	3 Months	Any Degree
5.	Add on Courses	Basic of Computer, Photoshop and MS Office	Certificate	3 Months	Any Degree
		Certificate in Guidance (CIG)	Certificate	3 Months	+2 Pass *
		Certificate in Teaching Primary Mathematics (CTPM)	Certificate	3 Months	+2 Pass *
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Editors' Desk

Dear Esteemed Readers and Well Wishers,

Greetings from Editorial Board!

We are glad to release this tenth issue with the blessings of our Honorable founder Secretary Kulapathi Shri. A.P.C.Veerabahu. We express our sense of gratitude to the faculties, research scholars and academicians who are committed to the core of education for extending their generous heart in encouraging and motivating our team in bringing out this issue of our journal.

We live in a rapidly changing world where a person's decision can have an impact on the environment and others. Should the learning approach remain the same ?. What type of Learning and Skills should be developed so that students can face the demands and challenges of everyday life and succeed in the 21st Century ?. One way of achieving this would be adopting the holistic learning theory. Holistic learning theory or holistic education says that each person finds identity, meaning and purpose in life through connections to the community, to the natural world and to the values such as compassion and peace. It strives to help learners grow in all dimensions such as intellectual, emotional, social, artistic, moral, psychological, physical, aesthetic, creative, intuitive and spiritual.

This issue consists of a series of seven articles, which focuses Effect of father's occupation on utilization of social media among the prospective teachers, Csychological well being in relation to resilience among college students, Scouts and guides value system on human development, Relation between school environment on academic achievement of secondary school students, Does social media use affect mental health, College teachers' attitude towards ICT and level of technology use in classrooms, Relation between smart phone usage and thinking styles among the college students.

Dear users, your feedback, valuable comments and suggestions are solicited.

With Regards,

Editorial Board

EFFECT OF FATHER'S OCCUPATION ON UTILIZATION OF SOCIAL MEDIA AMONG PROSPECTIVE TEACHERS

*Mrs. M. Sasikala
**Dr. A. Veliappan

Abstract

This research work was intended to explore the effect of father's occupation on utilization of social media among prospective teachers. Quantitative data were gathered via questionnaire with the randomly selected prospective teachers from colleges of education in Thoothukudi district. The investigators had adopted the survey method of research to study the effect of parent's occupation on utilization of social media among prospective teachers in Thoothukudi District. The sampling frame consisted of prospective teachers from colleges of education in Thoothukudi District. For the present study a randomly selected sample of 60 prospective teachers studying in the colleges of education in Thoothukudi District were chosen. The data were collected from 60 respondents from 10 colleges. Random sampling method was adopted for this research. A 3-point Likert scale namely, Utilization of social media scale ranging from always to never, was used to measure the prospective teachers' utilization of social media level. This tool was constructed and validated by the investigator. The data were analyzed using Statistical Packages for the Social Sciences (SPSS) version 19.0 application to analyse the data descriptively for mean, frequency and percentage and also to analyse the data inferentially with chi-square test. The finding revealed that the background variable "Father's Occupation" had no effect on the variable "Utilization of social media" among prospective teachers.

Keywords : Utilization, Social Media, Prospective Teachers.

Introduction

Social media has become an integral part of everyday life with large economic, political, and societal implications. While the influence of traditional media dwindles, social media platforms 'have been taken up around the globe at unprece -dented speed, revealing the extraordinary nature of the social media phenomenon. For this reason, it is imperative to analyze the phenomenon of social media. Social media derived from the social software movement, are a collection of internet websites, services and practices that support collaboration, community building, participation and sharing. Any website or web – based service that includes web 2.0 characteris -tics and contains some aspect of user generated content. 'Web 2.0' was used to describe an emerging way of using the internet, with more participatory and collaborative surfing of the web as well as the creation and modification of online content by internet surfers' (Quan-Haase, Anabel & Sloan, Luke, 2017). For students, teachers and administrators, social media is more than a theoretical matter. Official policies and school practices concerning social media have often been variable and ambiguous with some decision-makers blocking media sites, others embracing their use for innovative purposes and many displaying ambivalence. However, social media use does not seem likely to abate any time soon and todays' prospective teachers will have to wrestle with the roles these technologies will play in their future classrooms and schools. The use of social media in education can be strange terrain for many teachers who are used to environments with distinct boundaries. These

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technologies blur temporal, geographical, and hierarchical confines that often characterize communication in more formal settings. Social media can potentially facilitate and /or enhance various types of interactions, including between peers, students and instructors, pre-service teachers and in-service teachers and with the content. Several studies have reported that the use of social media as a part of teacher education course work contributed to increase quality and /or quantity of peer-to-peer interactions (Deng & Yuen, 2011). Social media tools have shown the potential to provide spaces for more students to participate in discussions. Students who are less extroverted, lack of confidence speaking in face to face settings, or may require more time to craft responses could benefit from the opportunities presented by social media (Niess, ec.al.2015).

Significance of the study

One of the most exciting features of social media for education is precisely their socialness. They allow us to break out of the monolithic learner into the more intricate and complex world of constructivist, active, and situated pedagogies. Social media tools and services are characterized by participation, collaboration, interactivity, communication, community-building, sharing, networking, creativity, distribution, flexibility, and customization. Traditional media are 'broadcast', whereas social media are 'networked' media. The shift in media paradigms is having an effect on how we view and respond to the world. Constructivist pedagogies that are supported by social media include active learning, discovery learning, peer learning, and situated learning. (Poore, Megan, 2015). Teachers use social media in order to have instant, comfortable and effective way to communicate and transact with students. After COVID – 19 situations, online classrooms also are becoming more and more social. So why not use these methods that are already in wide use as a teaching tool? Social media began as an entertainment tool, then became a marketing phenomenon, and now is seen as a new pedagogical tool (Patruț, 2013). Teachers who are new to the integration of social media into their teaching practice often make the mistake of focusing on a particular tool they want to use with their class instead of on the purposes or intended outcomes of a teaching and learning episode. (Poore, Megan, 2015). Teacher educa-tors and teachers must use social media much like other classroom resources, with consideration of a multitude of complex factors, including their students, the context, content and pedagogy. For innovative uses of social media, teacher educators may have to think outside of the box of single tool use with students in one course at one institution. (Niess, et.al. 2015). Although social media are often free to students and educators, there are other cost considerations including access, infrastruc-ture and third party applications (Joosten, T. 2012). This study is focusing on the effect of parents' occupation on utilization of social media among prospective teachers. In existing literature this impact was not studied in Indian context. So, if researchers measure these phenomena it will provide great implications in the field of teacher education. In this study, the researcher collect the data from the colleges of education, and so, specifically it will provide the knowledge about the role of father's occupation in the enhancement of utilization of social media among prospective teachers.

Objectives of the study

1. To assess the level of utilization of social media among prospective teachers with regard to father's occupation.
2. To assess whether there is any significant association between utilization of social media, its dimensions and father's occupation among prospective teachers.

Methodology

Quantitative data were gathered via ques-tionnaire with the randomly selected prospective teachers from colleges of education in Thoothukudi district. The investigators had adopted the survey method of research to study the effect of parent's occupation on utilization of social media among prospective teachers in Thoothukudi District. A randomly selected sample of 60 prospective teachers studying in the colleges

of education in Thoothukudi District has been taken up. The data were collected from 60 respondents from 10 colleges. Utilization of social media scale (2021) developed and validated by M. Sasikala. Totally 32 statements were finalized on the basis of the dimensions of utilization of social media scale namely academic aspect, psychological aspect and social aspect. Each item can be scored as 3 for always, 2 for sometimes, and 1 for never for all the favorable statements. A reliability co-efficient measures the accuracy of a test or measuring instrument obtained by measuring the same individuals twice and computing the correlation of the two sets of measures by the Cronbach's alpha method. Therefore, the reliability value is 0.915.The data were analyzed using mean, frequency, percentage and chi-square.

Analysis of Data

Hypothesis 1 : *The level of utilization of social media and its dimensions of prospective teachers with regard to father's occupation is average.*

Table 1 : Level of utilization of social media and its dimensions of prospective teachers with regard to father's occupation.

Utilization of social media and its dimensions	Fathers' Occupation	Low		Average		High	
		Count	%	Count	%	Count	%
Academic Aspect	Agriculture	2	15.4	11	84.6	0	0
	Private	4	30.8	7	53.8	2	15.4
	Government	1	8.3	9	75.0	2	16.7
	Others	1	4.5	19	86.4	2	9.1
Psycho-logical Aspect	Agriculture	1	7.7	11	84.6	1	7.7
	Private	2	15.4	7	53.8	4	30.8
	Government	3	25.0	8	66.7	1	8.3
	Others	2	9.1	18	81.8	2	9.1
Social Aspect	Agriculture	1	7.7	12	92.3	0	0
	Private	1	7.7	8	61.5	4	30.8
	Government	2	16.7	8	66.7	2	16.7
	Others	4	18.2	14	63.6	4	18.2
Utilization of social media	Agriculture	2	15.4	11	84.6	0	0
	Private	2	15.4	6	46.2	5	38.5
	Government	2	16.7	7	58.3	3	25.0
	Others	2	9.1	16	72.7	4	18.2

It is inferred from the above table with regard to fathers' occupation as agriculture, 15.4%, 84.6%, 0% of prospective teachers have low, average and high level of academic aspect. With regard to fathers' occupation as private job, 30.8, 53.8%, 15.4% of prospective teachers have low, average and high level of academic aspect. With regard to fathers' occupation as government job, 8.3%, 75%, 16.7% of prospective teachers have low, average and high level of academic aspect. With regard to fathers' occupation as others, 4.5%, 86.4%, 9.1% of prospective teachers have low, average and high level of academic aspect. With regard to fathers' occupation as agriculture, 7.7%, 84.6%, 7.7% of prospective teachers have low, average and high level of psychological aspect. With regard to fathers' occupation as private job, 15.4%, 53.8%, 30.8% of prospective teachers have low, average and high level of psychological aspect. With regard to fathers' occupation as government job, 25%, 66.7%, 16.7% of prospective teachers have low, average and high level of psychological aspect. With regard to fathers' occupation as others, 9.1%, 81.8%, 9.1% of prospective teachers have low, average and high level of psychological aspect.With regard to fathers' occupation as agriculture, 7.7%, 92.3%, 0% of prospective teachers have low, average and high level of social aspect. With regard to fathers' occupation as private job, 7.7%, 61.5%, 30.8% of prospective teachers have low, average and high level of social aspect. With regard to fathers'

occupation as government job, 16.7%, 66.7%, 16.7% of prospective teachers have low, average and high level of social aspect. With regard to fathers' occupation as others, 18.2%, 63.6%, 18.2% of prospective teachers have low, average and high level of social aspect.With regard to fathers' occupation as agriculture, 15.4%, 84.6%, 0% of prospective teachers have low, average and high level of utilization of social media in whole. With regard to fathers' occupation as private job, 15.4%, 46.2%, 38.5% of prospective teachers have low, average and high level of utilization of social media in whole. With regard to fathers' occupation as government job, 16.7%, 58.3%, 25% of prospective teachers have low, average and high level of utilization of social media in whole. With regard to fathers' occupation as others, 9.1%, 72.7%, 18.2% of prospective teachers have low, average and high level of utilization of social media in whole.

Hypothesis 2 : *There is no significant associa tion between utilization of social media, its dimensions and father's occupation among prospective teachers.*

Table 2 : Significant association between utilization of social media, its dimensions and father's occupation among prospective teachers.

Variable and its dimen -sions	Calcu lated χ^2 values	'p' values	df	Table χ^2 value	Remarks
Academic Aspect	7.997	0.238			NS
Psycho logical Aspect	6.857	0.334			NS
Social Aspect	6.060	0.416	6	12.592	NS
Utilization of social media	7.176	0.305			NS

From the table it is clear that the obtained χ^2 values for the dimensions such as academic aspect ($\chi^2 = 7.997$, p > .05), psychological aspect ($\chi^2 = 6.857$, p > .05), social aspect ($\chi^2 = 6.060$, p > .05) and total scores on utilization of social media (($\chi^2 = 7.176$, p > .05) are not significant at 0.05 level. Hence, the null hypothesis is accepted. From this, it is clear that there is no significant association between utilization of social media, its dimensions and father's occupation among prospective teachers.

Findings

1. With regard to fathers' occupation as agriculture, 84.6%, 84.6%, 92.3%,and 84.6% of prospective teachers have average level of academic aspect, psychological aspect, social aspect and utilization of social media respectively.

2. With regard to fathers' occupation as private job, 53.8%, 53.8%, 61.5%,and 46.2% of prospective teachers have average level of academic aspect, psychological aspect, social aspect and utilization of social media respectively.

3. With regard to fathers' occupation as government job, 75%, 66.7%, 66.7%,and 58.3% of prospective teachers have average level of academic aspect, psychological aspect, social aspect and utilization of social media respectively.

4. With regard to fathers' occupation as others, 86.4%, 81.8%, 63.6%, and 72.7% of prospective teachers have average level of academic aspect, psychological aspect, social aspect and utilization of social media respectively.

5. The background variable "Father's Occupation" has no effect on the variable "Utilization of social media" among prospective teachers.

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PSYCHOLOGICAL WELL BEING IN RELATION TO RESILIENCE AMONG COLLEGE STUDENTS

*Dr. K. Manikandan
**Dr. R. Diane Joseph

Abstract

After the prominent and detrimental impact of the covid 19, the higher educational institutions have commenced the classes. Yet it is evident that students have faced a lot of stressful events during the pandemic. It is estimated that according to UNESCO (2021), the nationwide closures impact over 90% of the world's student population. Psychological well being is a set of mental conditions, in which individuals demonstrate 1.Autonomy, 2.Environmental mastery, 3.Personal growth 4. Positive relations with others, 5.Purpose in life, 6. Self-acceptance and 7.Adjustment. Resilience is the ability of the individuals to bounce back from adversities of life. It is an ability that develops after facing a stressful situation, or event in life. Results of the study indicate that students exhibit a good level of psychological well being and resilience. Background variables like gender and age don't influence the Resilience and psychological well-being of college students.

320 college students comprised the sample which was drawn using a random sampling method. Psychological well being scale (1994) by Ruff and Resilience scale (2016) by Diane Joseph and Robinson were the tools employed. Results revealed that college students have adequate levels of well being and resilience. Demographic variables like age and gender do not influence psychological well being and resilience.

Key words : Psychological well being, Resilience, College students.

Introduction

Present post pandemic world leads to the phase of stress by students at all levels of education. Students at higher education have faced severe stress during the period of pandemic. There is academic loss and loss of lives as well in some students' lives. Resilience is generally thought of as a "positive adaptation" after a stressful or adverse situation. When a person is "bombarded by daily stress, it disrupts their internal and external sense of balance, presenting challenges as well as opportunities". Resilience is the integrated adaptation of physical, mental and spiritual aspects in a set of "good or bad" circumstances, a coherent sense of self that is able to maintain normative developmental tasks that occur at various stages of life.

Present day college students have a lot of stress in academics due to changing patterns of education, uncertainty in career, changes in job market, high level competition. In this scenario, there is a need for psychological wellbeing to be explored. The present aims to find out the psycho-logical wellbeing among college students. The impact of various background variables over psychological wellbeing is being studied. The influence of psychological well being over resilience is explored in the present study as both the variables are in need of the hour and have to be developed.

Review of related literature

Shanshan Xu et.al., (2021) conducted a study on the effect of physical activity and resilience among college students: The mediating effects of basic psychological needs. Results indicated that physical activity is the important predictor of resilience and competence is the strongest mediator of resilience.

Sagone, E. and Caroli, M. E. D. (2014) conducted a study on the relationship between psychological well being and resilience in middle and late adolescents. Results indicated Boys expressed a greater well-being (environmental mastery and self-acceptance) than girls and late

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adolescents showed a greater well - being (personal growth and purpose in life) than middle ones.

Objectives of the Study

1. To study the differences, if any, in psychological well being and resilience among college students with respect to the personal variables gender and age.

Hypotheses of the Study

1. There is no significant difference between male and female college students in their psychological well being.
2. There is no significant difference between upto 19 year old and above 19 year old college students in their psychological well being.
3. There is no significant difference between male and female college students in their resilience.
4. There is no significant difference between upto 19 year old and above 19 year old college students in their resilience.

Methodology

Normative survey method was used to collect data. 320 college students in Cuddalore district selected based on the random sampling procedure. A total of 185 boys and 135 girls constituted the sample.

Tools used for the study

Psychological Wellbeing Scale

i.   A scale for measuring psychological well being (1994) was constructed and standardized by the researcher based on Ruff. The tool consists of 54 items distributed with six components namely 1.Autonomy, 2.Environmental mastery, 3.Personal growth 4.Positive relations with others, 5.Purpose in life, 6. Self-acceptance and 7.adjustment. The tool is positively worded. It is a five point scale. It assesses the psychological wellbeing of college students.

Resilience Scale

ii.   This tool was standardized by Diane Joseph and Robinson in 2016. Resilience intends to assess the status of stress coping ability in the age range of 13 to 22 years. It involves sub components namely 1. Goal orientation, 2. Personal competence, 3. Social competence, 4. Family cohesion, 5. Problem solving 6. Flexible and adaptable.

Analysis and Interpretation

Table 1 : Showing Mean and Standard deviation of Psychological well being with respect to the background variables.

Personal variables	Category	N	Psychological well being		't' value	Level of signifi -cance
			Mean	S.D.		
Gender	Male	185	180.61	27.98	.512	NS
	Female	135	182.22	27.77		
Age	Upto 19 year old	227	181.42	27.16	.136	NS
	Above 19 year old	93	180.96	29.66		

Table 2 : Showing Mean and Standard deviation of resilience with respect to the background variables.

Personal variables	Category	N	Psychological well being		't' value	Level of signifi -cance
			Mean	S.D.		
Gender	Male	185	135.11	20.29	.512	NS
	Female	135	135.70	19.65		
Age	Upto 19 year old	227	136.03	136.03	.136	NS
	Above 19 year old	93	133.73	19.78		

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

The above table shows that there is no significant difference between male and female college students in their psychological wellbeing with respect to gender and age. and resilience and also there is no significant difference between upto 19 years old and above 19 years old college students in their psychological wellbeing and resilience

Findings

1. There is no significant difference between male and female college students in their psychological well being and resilience as it is evident that the construct psychological well being and resilience more oriented towards quality of one's life, their mental health, hygiene and stress handling ways; gender doesn't play a direct role in it.
2. There is no significant difference between upto 19 year old and above 19 year old college students in their psychological well being and resilience as it is found that psychological well being and resilience is required at all ages in human life span and it is not pertaining to a particular age group.

SCOUTS AND GUIDES VALUE SYSTEM ON HUMAN DEVELOPMENT

* Dr. C. Natarajan
** Dr. M. Krishnaveni

Abstract

Imparting the value based education among school and college youth is an essential component in building up a good citizen in a society. The value based education is added to the curriculum as an additive in addition to the main curriculum. Scouts and Guides is one such co-curricular activity adopted throughout the world especially for youth. The children are trained in such a way that they get trained in various aspects and build their character through developing their physical, emotional, spiritual, intellectual and social aspects. This paper emphasizes the role of scouts and guides in development of good human values, which would render youth scouts to exhibit their selfless service to the society with solidarity. The authors also highlight the activities of Scouts and Guides in a government school in a small village in Tamil Nadu. As a whole the scouts and Guides program help the school students to become a faithful, patriotic and honest citizen and also help them to build a better society.

Keywords : Scouts and Guides, Value System and Character Building.

Introduction

The well being of the people and collective vitality constitute the strength and powers of any society. This can be achieved through various co-curricular and extra-curricular activities along with regular curriculum among the youth. Through co-curricular and extra-curricular activities, teens are being challenged, and also gain new skills which improve their growth and overall development. In ancient times, Gurukul education provided the students with total experience allowing them to involve variety of activities and gain specialized skills in their art of choices, besides imparting moral values and knowledge. In modern day education, among the co-curricular activities, scouts and guides play a major role in the holistic development of an individual's personality.

Human development : Scouts and Guides

Scouting is one of the largest international youth movements. The World Organization of the Scout Movement (WOSM) develops the purpose, principles and method for shaping the youth. The Bharath Scouts and Guides is a 'voluntary non political educational movement for young people, open to all without distinction of origin, race, or creed, in accordance with the purpose, principles and method conceived by the founder Robert Baden Powell in 1907. Scouting belongs to non formal education which is an organized educational activity outside the established formal educational system. It is a youth movement where adults assist young in achieving of the objectives of the movement.

All over the world, members of the World Organization of the Scout Movement are united by a common, active commitment to Scouting's purpose which is to help young people to develop their full physical, intellectual, emotional, social and spiritual capacities as individuals and as members of society, and thus contribute to the development of a better nation.

The scout motto is "BE PREPARED" which has to be achieved by being physically strong, mentally awake, and morally straight.

The scout helps to achieve the following
- It builds self confidence and personality development.
- It builds discipline and character
- It helps to treat success and faith alike and teaches value of team work and fair play.

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** Assistant Professor, Immuno-Pharmacology Laboratory, Centre for Marine Science and Technology, Manonmaniam Sundaranar University, Tirunelveli.

Importance of scouts and guides in Tamil Nadu

The Bharath Scouts and Guides, Tamilnadu is afiliated to the "The Bharath Scouts and Guides, India (National Associated). Adhering the Aims Polices, Organisation and try to achieve the targest of the National Association.

Table. 1 The Scouting programme according to age group

Age group	Name of the Programme for	
	Boys	Girls
3 - 6 years	Bunnies	Bunnies
5 - 10 years	Cubs	Bulbuls
10 - 18 years	Scouts	Guides
16 - 25 years	Rovers	Rangers

Scouts is recognized as a value based education and it involves many ideals including Voluntarism, Scout Law and Promise, programme training and outdoor activities, all leading to an individual who can play a constructive role in the society. Scouts help them to establish a value based life style based on spiritual, social and personal principles taught in the Scout Promise and Law. It helps in the development of human resources as organized, trained and motivated youth who could take part in the service of nation.

The Scouts and Guides movement is functional in all High and Higher Secondary schools in Tamil Nadu. Some of the activities of Scouts and Guides include caring for environment by planting tree, cleaning places of importance, spreading awareness on health and hygiene, regularly traffic and first Aid.

The Scout/Guide Promise

The principles of scout movement are: 'Duty to God', 'Duty to Others' and 'Duty to Self' relating to spiritual, social and personal dimensions respectively. The Scout promise is:

On my honour, I promise that I will do my best
To do my duty to God and my Country
To help other people and
To obey the Scout/Guide Law.

The Scout/Guide Law

1. A Scout/Guide is trustworthy
2. A Scout/Guide is loyal
3. A Scout /Guide is a friend to all and a brother to every other scout/guide.
4. A Scout/Guide is courteous.
5. A Scout/Guide is a friend to animals and loves nature
6. A Scout/Guide is disciplined and helps protect public property
7. A Scout/Guide is courageous
8. A Scout /Guide is thrifty
9. A Scout/Guide is pure in thought, word and deed.
(Scouting for boys in India: New edition 2019)

Areas of personal development in Scouts

Scouts approach to life has three dimensions

1. *Spiritual Dimension :* Scouts discover, understand and commit themselves to have a spiritual approach towards everything in day to day life.
2. *Social Dimension :* Scouts maintain relationship, co-operation and leadership and serve the society with solidarity and bring integrity to the world.
3. *Personal Dimension :* Scout develops a sense of personal responsibility in identity, self-expression and assertiveness.

The Principles of Scouting give direction to the development of the young person, the principles are also reflected in what Scouting seeks to help young people to achieve in each of the areas of development, i.e. physical, intellectual, emotional, social and spiritual (Fig.1).

Fig.1. Areas of Personal Growth
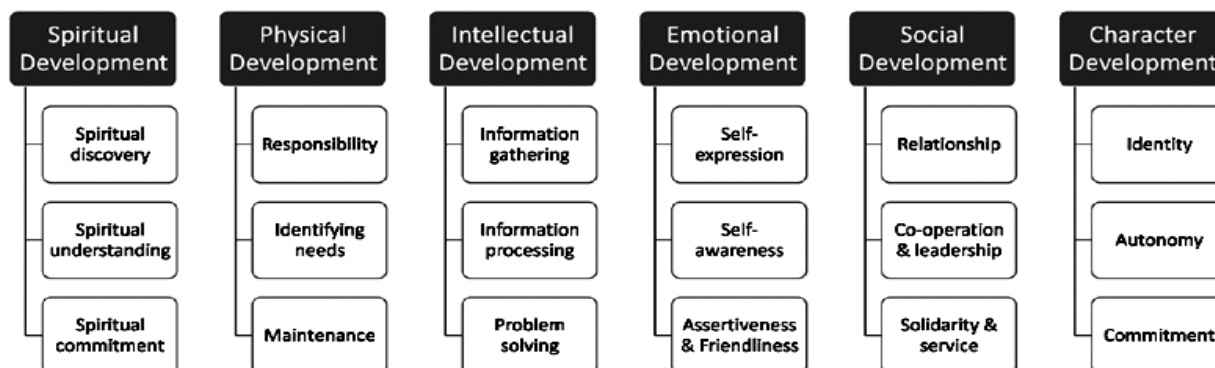
Implications for programme development

The scout programme is conceived and developed with the applications of scout methods, purpose and principles. It is simple and attractive to young people with clear cut milestones making personal and societal progress. It serve to motivate them, stream line their personality, understand and use with the help of adult leader. It is acceptable and adaptable to an section concerned offering choice for the young people to cover all the areas of development. It allows the youth to build their own personal objectives as per their interest, capability for their personal and socio – cultural develop ment.

The following is considered while developing a scout programme:

1. Programs that develop the knowledge, skills and attitudes of members in consistent with the approved Scout curriculum.
2. Sector wise unit plans in the short and long term.
3. Contribution towards the identification of personal growth objectives and supports development.
4. Regulating maintenance of cordial relationship between members.
6. Membership development in the Scout unit.
7. Encouragement of members to obtain badges and hobby

The scout unit leader, who plays a major role in the scout education, should stress the importance of achieving the following objectives viz., education and faith of man, health education and healthy body, mental education and good morals. The program is clear and straight approach in which aims to build the character, manual skills, health and altruism besides awakening the spirit of service.

It helps in development of good citizens of our country. The scout programme develops patriotism in the young mind of the scouts / guides. It moulds and also models the personal qualities of good citizens like, Honesty, Integrity, Responsi -bility, Respectfulness, Compassion, Kind ness, Tolerance, Courtesy, Self-Discipline and Moral. It also helps them to be a productive member of society by sharing their skills, talents and abilities with others and make a positive contribution to their nation. It also makes the person to be active in the community by participating in the social life of their city or town, make their communities a better place to live. They play active role in participating in a community-driven cleanup project, helping to plant a community garden, organizing campaign to raise money for new playground equipment and help neighbors' during distance and emerging situations.

It also endures them to participate in Nation's Political Life by identifying issues, creating awareness, actively take part in the political agendas and volunteering for a political campaign and most importantly exercise voting rights to elect capable, civic minded leaders. They can be a Mentor and can help to shape the citizens of the future by mentoring kids. Apart from this, the scout programme also helps them to get place-ment in Railways and other govern -ment jobs.

The following qualification would apply for recruitment of Scouts and Guides to posts.

1. A President Scout/Guide/Rover/Ranger awarding or Himalayan Wood Badge (HWB) holder in any section;
2. Should have been an active member of a Scouts organization for at last 5 years.
3. Should have attended two events at National level or All Indian Railways' level and two events at State level.

Scout and Guide activities in Government High School (GHS), Ayyanaroothu.

Having exemplified the importance of scouting, the authors want to highlight on the activities of scout wing in his area. The First author (Dr. C. Natarajan) himself is a scout master in Govt High School, Ayyanaroothu, Thoothukudi Dist, Tamilnadu wishes to highlight the activities during his service. The Scout movement in Government High School, Ayyanaroothu began in the academic year 2013 – 2014 under the Scout master C. Natarajan.

The scout troop is named "Vivekananda" and Guide Company is called "Mother Tereasa" (Fig.2).

Fig.2. Scouts and Guides in GHS, Ayyanaroothu

The Scout Master & Guides of the School are trained by their Scout Masterand Guide caption respectively everyweek. They equip them selves for Pravesh, Pratham, Dwithiya under their leaders. The participate in district level and state level test camps, Thinking day rally & Competitions in Adventure camps. A Total of 82 Scouts and Guides have equiped themselves for Rajapuraskar award under the guidance of the leader Dr. C. Natarajan and N. Alagumani.

Fig.3. Rajyapuraskar award received by Scout (2017-2018)

The following are practised in the scout programme in Government High School, Ayyanaroothu.

1. Eat healthy meals.
2. Be good citizen
3. Saving water and electricity.
4. Recycle.
5. Developing character building
6. Understand the need of conserving nature.
7. The enrollment programme in every year.
8. Participating in Independence day and Republic day programme.
9. First Aid programme.
10. Leadership qualities development programme
11. Simple living.
12. Good Turn Diary
13. Development of creative skills
14. Focusing adventure.
15. Understanding national heritage, culture and determine to keep them up.
16. Tree plantation
17. Conducting rally progamme such as World Environmental Day, Voters Day, Save water, Dengu awareness programme, Road safety.
18. Obeying the traffic rules.
19. Learning usage of waste material.
20. Practising the BP exercise daily.
21. Supporting to the school development.

Scouting Skills as Character Builder

Scouting helps the school children to develop all the six areas of personal growth which leads to character development. Character values that can be formed are social care, responsibility, diligence and co-operation. In the pioneering activity, the scout members practice for rigging skill mastery. This activity is most interesting and challenging at the same time attracts the interest of students. The skills that are trained in the pioneering activities such as making a gate, making flagpole, making rocking rope bridges, and climbing with one or two ropes. Direction are estimation, measurement, inter personal communication, planning, organising, presenta-tion and time management. These skills are capable of forming the character of precision, confidence, perseverance, and cooperation. Decoding skill needs to be owned by scout members which help them to act in an emergency situation.

The values of the character expected from camping activity are inter personal patriotism, environmental awareness, teamwork, self-reliance, courage, and responsibility. The marching activities shapes the scout discipline, creativity, teamwork, and responsibility. The navigation and mapping skills develop creating, curiosity, hard work and cooperation.

Conclusion

Scouts and guides is a value based education which helps the youth of the nation to

become a responsible, patriotic citizen who can play a lead role in development of good society and excel in their role to serve the nation with sincerity honesty and solidarity. The scout and guides of Government High School in Ayyanoorthu to face emergency situation with courage. They were active and sound even during the covid situation, which is because of the training they received through scouts programmes.

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Recommendations

The investigator puts forth some of the following recommendations:

1. Psychological wellbeing should be assessed in all the students and has to be identified by the teachers.
2. Vulnerable students must be given resilience training through workshops and seminars.
3. Periodic understanding of students' mental health is needed to have peaceful students.
4. Students must be taught the ways of mental hygiene and maintaining psychological well being and resilience.

Educational Implications

As resilience is an important predictor of psychological well being, it is important to enhance the resilience of college students. The underlying components of resilience like: 1. Goal orientation, 2. Personal competence, 3. Social competence, 4. Family cohesion, 5. Problem solving 6. Flexibility and adaptability have to be developed among college students through their curriculum either directly or indirectly through seminars, workshops. Thus by developing resilience psychological well being of the students will be developed leading to development of a healthy future society.

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RELATIONSHIP BETWEEN SCHOOL ENVIRONMENT AND ACADEMIC ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS

*Dr. S. Anbalagan

Abstract

The main objective of this research is to find out the relationship between the school environment and secondary school students' academic achievement. The sample has 300 students, with 124 girls and 176 boysfrom the secondary schools of Madurai district in TamilNadu. A random sample technique was used to collect data. The tool "school atmosphere on secondary school pupils' academic success was designed and validated. The 't' test and Pearson's product moment co-efficient were the statistical methods used to analyse the data. In terms of educational surroundings, the result shows that there is no significant difference between boys and girls. The outcome shows that boys and girls of secondary schools have quite different impressions of the school environment.

Keywords : School Environment, Academic Achievement and secondary school students

Introduction

Education is seen as a potential means of achieving national development. A contemporary society cannot achieve its aims of economic expansion, technological advancement, and cultural advancement without correctly utilising the abilities of its citizens. Schoolis a hive of activity. It is an indirect intimate encounter with the facts of life around it, reflecting the first and most valuable of its features, which are straightforward enough to appeal to youngsters (Krishnamachar yulu, 2010, pp. 39-40). "The quality and the number of persons graduating from schools and universities will define our success in the huge enterprise of national reconstruction, whose principal purpose is to raise the standard of living of our people," (Aggarwal, 2008, p. 2). After the parental family, the school has the second-most important impact on a developing child (Ghosh, 2009). It has taken on a crucial role in modern society, providing youth with educational opportunities. One of the most important functions of schools is to help children succeed academically through a range of processes such as curriculum and extracurricular activities (Kerawalia & Pandya, 1994). According to John Dewey 1907, school is "a specific setting in which a certain quality of life, as well as specified types of activities and vocations, are provided with the goal of ensuring a child's growth along desirable lines" (Mathur, 2011).

A child's personality develops at school, which provides education in specific subjects as well as training in other aspects of life. School is crucial in influencing children's ideas, habits, and attitudes in order to develop well-balanced persons who are physically strong, mentally aware, emotionally comfortable, culturally competent, and socially effective (Agnihotri, 1989 p. 17-18).

Many school activities have an impact on children. These are essential for the growth of one's personality. The child develops cognitive capabilities and acquires the necessary information and problem-solving abilities to be a productive member of society (Bandura, 1997). Academic Achievementis a never-ending effort to shape a child's general development, regulate his environment, and meet his requirements. Students' achievement is one of the most significant outcomes of an educational setting in which teachers and educators try to fully develop students' intellectual potential and make efforts to ensure that their abilities are fully realised and utilised for the benefit of people and society.

Significance of the study

A school is a place where knowledge is shared and learning takes place with the objective of preparing a child to meet the challenges of life through life experiences. Future citizens' minds, as well as their habits, attitudes, and aptitudes, are developed and moulded in schools. As a result, the school

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learning environment has long been recognised as an important facet of a child's education, as it plays a critical role in moulding an individual's intrinsic potentialities. Instructors' various and dynamic roles, as well as the resources they provide for a child's education, have a significant impact on the child's education and achievement. Everyone aspires to a high level of achievement as a measure of success in today's more competitive market. The entire educational system is predicated on student academic achievement, which makes it an ideal research setting. Children can only learn well in a safe and comfortable setting at school. Their learning environment has long been recognised as an impor -tant feature of a child's education since it plays a role in shaping the individual's innate abilities. Instruc -tors' various and dynamic roles, as well as the resources they provide for a child's education, have a significant impact on the child's education and achievement. Because the environment has an impact on students' academic achievement, the researcher wants to know the relationship between school environment and academic achievement of students.

Objectives of the Study

i. To find out the level of school environment as perceived by secondary school students.

ii. To find out the relationship between school environment and academic achievement of secondary school students.

Method of the study

Survey method was adopted. The sample consisted of 300 children from various schools in the Madurai educational district. School environment questionnaire developed and validated by the investigator. For academic achievement, scores obtained from quarterly examination were taken. Statistical techniques namely, percentage analysis, t test, F test and correlation analysis were used

Analysis of Data

Hypothesis 1: The level of school environment as perceived by secondary school students is moderate.

Table 1 : Level of school environment as perceived by secondary school students

Variable	Low		Average		High	
	N	%	N	%	N	%
School Environment	77	25.7	147	49.00	76	25.3
Academic Achievement	81	27.0	110	36.7	109	36.3

Figure 1 : Level of school environment as perceived by secondary school students.
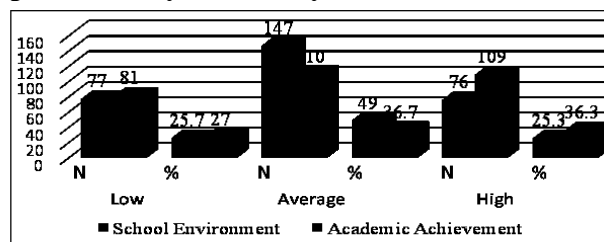
According to the table above, 25.7 % of secondary school students have a negative impression of their school environment, 49.00 % have an average impression, and 25.3 % have a positive impression.

According to the table above, 27.0 % of secondary school students have a negative assessment of their academic achievement, 36.7 % have an average perception, and 36.3 % have a positive perception.

Hypothesis 2 : There is no significant difference between male and female secondary school students in their perception on school environment.

Table 2 : Difference in school environment as perceived by secondary school students with regard to sex.

Variable	Sex	N	Mean	S.D.	Calculated 't' Value	Table Value	Remarks at 5% level
School Environment	Male	124	105.84	14.10	2.009	1.96	S
	Female	176	108.75	10.94			
Academic Achievement	Male	124	77.88	6.53	3.981	1.96	S
	Female	176	74.54	7.58			

The calculated 't' value is 2.009, which is bigger than the table value of 1.96 at the 5% level of significance, as shown in the above table. As a result, the null hypothesis is rejected. As a result, there is a considerable disparity in perceptions of school environment between male and female secondary school students. Male secondary students have a mean of 105.84, whereas female secondary students have a mean of 108.75. As a result, female secondary students had a better opinion of the school environment than male secondary students.

The estimated 't' value 3.98 is bigger than the table value 1.96 at the 5% level of significance, as seen in the above table. As a result, the null hypothesis is rejected. As a result,

there is a large gap in academic achievement between male and female secondary school students. Male students have a mean of 77.88, while female students have a mean of 74.54. As a result, male pupils outperform female students in terms of academic achievement.

Hypothesis 3 : There is no significant difference among the secondary school students studying in government, aided and self-financed schools in their perception on school environment.

Table 3 : Difference in School Environment as perceived by Secondary School Students with Regard to type of School.

Type of school	SSb	df	SSw	Calculated 'f' Value	Table Value	Remarks at 5% level
School Environment	419.25	2	209.62	3.359	3.03	S
	15725.98	297	52.94			
Academic Achievement	1694.58	2	847.29	5.673	3.03	S
	44357.55	297	149.35			

The estimated 'F' value 3.359 is greater than the table value 3.03 for 2,297 df at the 5% level of significance, as seen in the above table. As a result, the null hypothesis is rejected. As a result, there is a considerable disparity in perceptions of school environment among secondary school students attending government, government aided and self-financed schools. Government school students have a mean of 77.60, aided school students have a mean of 78.91 and self-finance school students have a mean of 81.61. As a result, self-finance school students have a better opinion of the school environment than government and aided school pupils.

The estimated 'F' value 5.67 is greater than the table value 3.03 for 2,297 df at the 5% level of significance, as seen in the above table. As a result, the null hypothesis is ruled out. As a result, there is a large variation in academic achievement between secondary school pupils attending government, government aided, and self-financed schools. Government school students have a mean of 74.56, aided school students have a mean of 75.44, and self-finance school students have a mean of 75.92. As a result, Government aided school students have a better opinion of the school environment than government and self-finance school pupils

Hypothesis 4 : There is no significant correlation between school environment as perceived by secondary school students and academic achievement.

Table 4 : Correlation Between School Environ -ment as Perceived by Secondary School Students and their Academic Achievement.

Variable	N	Calculated 'γ' value	Table Value	Remarks at 5% level
School Environment	300	0.075	0.114	NS

It is inferred from the table 0.114 that the calculated 'γ' value 0.075 is lesser than the table value 0.114 at 5% level of significance so the result is that there is no significant correlation between school environment as perceived by secondary school students and academic achievement.

Findings

1. 25.3% of secondary school students have high level of perception in their school environment.

2. 36.3% of secondary school students have high level of perception in their academic achievement.

3. There is a considerable disparity in perceptions of the school environment between male and female secondary school pupils. Female students had a better opinion of their school environment than male pupils. This is owing to the fact that female pupils' personalities are naturally calm and quiet. As a result, they consider the school climate to be very conducive to their academics. Female students make better use of the library and lab than male pupils. This necessitates policymakers' and curriculum architects' attention to maintain the focus on improvement and develop plans to improve secondary school students' academic achievement.

4. There is no substantial difference in perceptions of school environment amongst secondary school pupils in government, aided and self-financed institutions. Students at self-finance schools enjoy a better learning environment than students in aided and government schools. This could be because self-finance schools use better amenities for effective learning as a lure to attract more students to their schools. Students should be encouraged to attain their full potential in order

to increase their level of aspiration. To enhance their ambitions, positive activities such as dialogues, freedom of expression, and active engagement in school activities should be promoted.

6. There is a considerable academic achievement gap between male and female secondary school students. In terms of academic achievement, male students outperform female students. This is due to the fact that male students can concentrate better in class than females. Males prefer to interact with their peers by playing games and speaking with them. There is no substantial link between the school atmosphere and achieve -ment.

Recommendations

1. The government should take steps to strengthen all institutions, libraries and laboratories.

2. Every school should hire a full-time librarian and a lab assistant and schools can organize co-curricular activities such as discussions, seminars and exhibitions.

3. Students from remote areas may be given more opportunities in school to improve their study habits.

4. Practical work that is adequate and appropriate should be assigned and school-based guidance and counselling facilities should be established so that students can receive assistance in resolving their educational issues.

5. Teachers should use excellent teaching approaches to encourage students' interest in the subject.

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Teaching is a very noble profession that shapes the character, caliber and future of an individual. If the people remember me as a good teacher, that will be the biggest honour for me.   **A.P.J. Abdul Kalam**

DOES SOCIAL MEDIA USE AFFECT MENTAL HEALTH?

* S. Kulasekaravadivoo

Abstract

Human beings are social creatures. People need the comradeship of others to thrive in life, and the forte of our connections has a massive impact on our mental health and happiness. In the contemporary world, many of us rely on social media platforms to find and tie with one another. While each has its benefits, it's vital to recollect that social media can never be a replacement for real-world human connection. It necessitates in-person contact with others to trigger the hormones that alleviate stress and make the people feel happier, healthier, and more positive. In many cases, people are beginning to realize the deep impact that social media has on their mental health, both good and bad. Thus everyone should realize the impact of social media use and correct their life. It will lead to the well-being of mental health.

Keywords : *Social Media, Mental Health, Anxiety Disorder, Well-being and Social Media Platforms.*

Introduction

"Spending just one day away from Social Media can do be one of the best things you can do for your Mental Health". Media are the communication channels or tools used to store and deliver information or data. The term refers to components of the mass media communica -tions industry, such as print media, publishing the news media, photography, cinema, broadcasting (radio and television) and advertising. The term "medium" (the singular form of 'media') is defined as "one of the means or channels of universal communication, information, or amusement in society, as newspapers, radio or television. In general, "media" refers to various means of communication.

Social Media

Social Media are interactive technologies that allow the creation or sharing / exchange of information, ideas, career interests, and other forms of expression via virtual communities and networks. It facilitates the creation or sharing of information, ideas, career interests and other forms of expression via virtual communities and networks. The variety of stand – alone and built in social media services currently available intro -duces challenges of definition; however, there are some common features:

1. Social media are interactive Web 2.0 Internet based applications.
2. User generated content such as text posts or comments, digital photos or videos and data generated through all online interactions is the lifebread of social media.
3. Users create service specific profiles and identities for the website or app that are designed and maintained by the social media organization.
4. Social media facilitate the development of online social networks by connecting a user's profile with those of other individuals or groups.
5. Social media platforms allow users to have conversations, share information and create web content. There are many forms of social media, including blogs, micro blogs, wikis, social networking sites, photo sharing sites, instant messaging, video sharing sites, pod casts, widgets, virtual worlds and more.

Definition

"Social Media is an open platform, free form, uncensored conversation between millions of people worldwide without borders". *@catlow music.*

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"Our web tomorrow, today" *@rafiq*

"An umbrella term that defines the various activities that integrate technology, social interaction, and the construction of words and pictures" *Anvil Media.*

"Social Media is the collection of tools and online spaces available to help individuals and businesses to accelerate their information and communication needs." *Axel Schultze*.

Types of Social Media

1. Social Networking (Facebook, Linked-In, Google+)
2. Micro blogging (Twitter, Tumblr)
3. Photo Sharing (Instagram, Snapchat, Pinterest)
4. Video Sharing (YouTube, Facebook live, Periscope, Vimeo)

Benefits of Social Media

1. It has remained accurate to its label – social. It has spread connectivity and constantly stays in touch to interact with one other in an easy way.
2. More freedom to express. Social media has effectively an impassive dictatorship at every level and people have the influence to change and express their feelings in their own way.
3. Social media helps for easy access and spread literacy around the world. Through this the standard of living of people is increased.
4. Small businesses have a marketing platform. Social media became widespread and free reach out to potential customers brought in more entrepreneurs in our society.
5. Unhindered spread of awareness. Social media has prepared our lives healthier and upgraded the society as a whole through generating awareness among the people.

Fig.1 Social Media :

Demerits of Social Media

1. Happiness index is always low. Social media makes the people flout their own veracity and sojourn unhappy throughout.
2. Fake news spread like wildfire. It paves a platform of spreading fake news and poisoning the society.
3. Cyberbullying and trolling. The entire society especially the children and the adolescents are affected with cyber bullying and trolling. They feel insecure.
4. Privacy is no longer a word. Everything is opened and hacked by the hackers. There is no privacy here. Whatever may be posted in social media it is easily accessed by everyone.
5. The value of relationships has decreased. Social media replaces everything. The most important one is relationships. With the help of the media we connect with the people who are far away from us, but we lose our beloved ones.

Mental Health

Mental health refers to cognitive, behavioral and emotional well-being. It is all about how people think, feel and behave. People sometimes use the term "mental health" to mean the absence of mental disorder. Mental health can affect daily living, relationships, and physical health. Looking after mental health can preserve a person's ability to enjoy life. Doing this involves reaching a balance between life activities, responsibilities, and efforts to achieve psychological resilience. Conditions such as stress, depression, and anxiety can all affect mental health and disrupt a person's routine.

Definition

"Mental health is a state of well-being in which an individual realizes his or her own abilities, can cope with the normal stresses of life, can work productively, and is able to make a contribution to his or her community." **- (WHO, 2017)**

"Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with universal values of society. Basic cognitive and social skills;

ability to recognize, express and modulate one's own emotions, as well as empathize with others; flexibility and ability to cope with adverse life events and function in social roles; and harmonious relationship between body and mind represent important components of mental health which contribute, to varying degrees, to the state of internal equilibrium" (*WHO, 2020*).

Factors affecting Mental Health

1. Positive self-image and sense of self-worth make a high level of self-esteem. People who have high self-esteem possess a positive outlook and mental health.

2. One who feels loved, trusted and accepted has high self-esteem with comfort, safe and secure.

3. People who possess confidencehave a positive attitude and good mental health and well-being.

4. In the present scenario, many young couples and families have broken up from their bonding. Totally, it affects their mental health.

5. Physical illness also distresses the mind of the people. Nowadays, many people are affected with various kinds of physical illness. This can affect their mental health.

6. Usage of social media corrupts the minds of the people, especially the children and the youth. Over addiction to social media will lead to their mental disorder.

Symptoms of Social Media Anxiety Disorder

Social media anxiety disorder, as reported by the Anxiety and Depression Association of America (ADAA) has the following symptoms.

1. Stopping to check social media in the middle of a conversation

2. Spending more than six hours each day using social media

3. Lying about the amount of time spent on social media.

4. Withdrawing from family and friends

5. Failing in attempts to cut back on social media use.

6. Neglecting or losing interest in school, work and favourite activities

7. Experiencing severe nervousness, anxiety or withdrawal symptoms when not able to check social media

8. Having an over whelming desire to share on social media feeds.

Another mental health disorder directly related to social media is "Facebook depres -sion." The American Academy of Pediatrics describes it as follows: when adolescents and teens that spend time on social media begin to exhibit classic symptoms of depression as a result of "the intensity of the online world." Aspects of social media that contribute to Facebook depression are friend tallies, status updates and pictures of friends enjoying themselves, all of which can make children with negative self-images feel worse about themselves. Many potential risks of social media's impact on young people's mental health are overlooked by parents, teachers and the young people themselves. For example, obsessive use of social media by adolescents and teens can lead to attention-deficit/ hyperactivity disorder (ADHD), impulsive disorder, disruption of proper mental functions, paranoia and loneliness, according to the ADAA.

Does Social Media use affect Mental Health?

Social networking is a crucial element in protecting our mental health. Both the quantity and quality of social relationships affect mental health, health behaviour, physical health, and mortality risk .The Displaced Behavior Theory may help explain why social media shows a connection with mental health. According to the theory, people who spend more time in sedentary behaviors such as social media use have less time for face-to-face social interaction, both of which have been proven to be protective against mental disorders.

Humans are social beings. We need the comradeship of others to bloom in life, and the forte of our networks has a gargantuan influence on our mental health and happiness. Being socially concomitant to others can ease stress,

anxiety, and depression, boost self – worth, afford relaxation and joy, prevent loneliness, and even add years to our life. On the cheeky side, lacking strong social connections can pose a sombre risk to our mental and emotional wellbeing.

In the contemporary world, many of us hinge on social media platforms to find and connect with each other. It is noteworthy to recollect that social media can never be a replacement for real – world human connection. It entails in – person contact with others to activate the hormones that assuage stress and make ones' feel happier, healthier, and more positive. Unluckily for a technology that's designed to bring people, especially students closer together, spending too much time engaging with social media can essentially make one feel more lonely and insulated – and aggravate mental health glitches such as anxiety and depression.

Compare themselves critically with others on social media experiences cyberbullying among the people being diverted from their day to day work. Have no time for self – reflection. Absorb in chancy behaviour in order to achieve likes, shares, or positive reactions on social media. Suffer from sleep problems. Worsen symptoms of anxiety or depression. I'm sure that the people are spending their valuable time using multiple social media networks rather than their close ones such as parents, children, siblings, elderly people, friends, closed circles etc. It leads them to affect their mental health without any cost.

Conclusion

Social media has become an integrated part of daily life, with an estimated 3 billion social media users worldwide. While social media has allowed for increased communication and connection, it has also caused new and significant mental health challenges; society is still learning to navigate. Social media has directly influenced the way our culture has changed in the last two decades, but not always for the better. In many cases, people are beginning to realize the deep impact that social media has on their mental health, both good and bad. Thus everyone should realize the impact of social media use and correct their life. It will lead to the well-being of mental health.

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Ensuring quality higher education is one of the most important things we can do for future generations.

Ron Lewis

COLLEGE TEACHERS' ATTITUDE TOWARDS ICT AND LEVELS OF TECHNOLOGY USE IN CLASSROOMS

Dr. R. Saraswathy

Abstract

This study aims to measure the relationship between college teachers' attitude towards ICT and Technology used in the classroom. The study included the categorical variables gender, stream and designation. The sample consists of 80 college teachers from 3 colleges selected through random sampling technique. They were from government, government aided and private colleges. Normative survey method was adopted for the study. Two research tools were used to collect the required data. The result shows that the level of college teachers' attitude towards ICT and the technology used by the college teachers' in the classroom were moderate. It was also found that there is no significant relationship between college teachers' attitude towards ICT and Technology used in the classroom.

Keywords : *Attitude towards ICT, Technology, College teachers.*

Introduction

Information and communication technology (ICT) is an important element in the education scenario in order to prepare the citizen for the future. The quality of teaching is often related to the use of ICT in teaching and learning. ICT is now a part of education from the primary stage itself. The last two decades have witnessed a worldwide proliferation of Information and Communication Technology (ICT) in the field of education. The global adoption of ICT into education has often been premised on the potential of the new technological tools to revolutionize an outmoded educational system, better prepare the students for the informational age, and/or accelerate national development effort in developing countries in particular the about promises have generated a whole set of wild speculation about the necessity of educational reforms that will accommodate the new tools. By adopting ICT we can offer high quality education

Cox et.al. (1999) carried out study examining the factors relating to the uptake of ICT in teaching. The results showed that teachers who are already regular users of ICT have confidence in using ICT, perceive it to be useful for their personal work and for their teaching and plan to extend their use further in the future. The factors that were found to be the most important to the teachers in their teaching were making the lessons more interesting, easier, more fun for them and their pupils, more diverse, more motivating for the pupils and more enjoyable. More personal factors were improving presentation of materials, allowing greater access to computers for personal use, giving more power to the teacher in the school, giving the teacher more prestige, and making the teachers' administration more efficient and providing professional support through the internet.

ICT enhances higher education in a number of ways:

- It enables defective storing sorting of Information and can offer new fast ways of communication.
- It can be integrated into teaching and learning Strategies and used to support relative learning theories and
- ICT can be used to create new types of interactive learning media for improved quality equality and access in higher education (Rosswall 1999).

Teaching has become one of the most challen -ging professions in our society as knowledge

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is expanding rapidly and much of it is available to students as well as teachers at the same time (Perraton, Robinson and Creed, 2001). As new concepts of learning have involved, teachers are expected to facilitate learning and make it meaningful to increase the Learner's rather than just to provide knowledge and skills.

Simply having ICT in educational Institution will not guarantee their effective use. Regardless of the quantity and quality of Technology placed in classrooms, the key to how those tools are used by the teacher ; therefore teachers must have the competence and right attitude towards technology (Kadel, 2005). Attitudes refer to one's positive or negative judgement about a concrete subject. Attitudes are determined by the analysis of the information regarding the result of an action and by the positive or negative evaluation of these results (Ajzen & Fishbein, 1980).

Review of related literature

Manpreet Kaur (2019) studied the role of teachers' attitude and beliefs regarding use of ICT in Indian classrooms. The results revealed that the attitude of Indian teachers towards the use of ICT was positive but the use of ICT in Indian classrooms is not sufficient.

Eickelmann and Vennemann (2017) analysed teachers' attitudes and beliefs regarding ICT in teaching and learning in European countries. Research findings reported that the positive attitudes and beliefs are regarded as crucial determinants and predictors for teachers' use of ICT in instruction.

Objectives of the study
1. To find out the level of college teachers' attitude towards ICT.
2. To find out the level of Technology used by the college teachers' in the classroom
3. To find out relationship between college teachers' attitude towards ICT and Technology used in the classroom.

Hypotheses of the study
1. The level of college teachers' attitude towards ICT is moderate.
2. The level of Technology used by the college teachers' in the classroom is moderate.

3. There is no significant relationship between levels of college teachers' attitude towards ICT and Technology used in the classroom.

Method of the study
Normative survey method was adopted. 80 college teachers from 3 colleges in salem district were selected as sample by stratified random sampling technique.Attitude towards ICT Scale and Levels of technology use in classrooms inventory were used to collect data. Frequency, Percentage, Mean, Standard Deviation and Pearson Correlation were used to analyse data.

Analysis of Data

Hypothesis 1 : The level of college teachers' attitude towards ICT is moderate.

Table 1 : Level of College teachers' attitude towards ICT.

S. No	Descriptions of Attitude towards ICT	% of Range of Scores	No.of Teachers	% of Teachers	% of Males	% of Females
1	Very High	121-145	4	5.00	10.0	-
2	High	100-120	11	13.75	16.5	11.0
3	Moderate	76-99	24	30.00	25.5	34.5
4	Low	53-75	33	41.25	42.00	40.5
5	Very Low	29-52	8	10.00	6.0	14.0

The above table shows that 30.00% of the teachers had moderate attitude towards ICT whereas only 5.00% had very high. 13.75% had high attitude towards ICT; 41.25% of college teachers had low and 10.00% had very low attitude towards ICT. 10.0 % male teachers had very high attitude towards ICT; 16.5% males and 11.0% females had high attitude towards ICT; 25.5% males and 34.5% females had moderate attitude towards ICT; 42.00% males and 40.5% females had low attitude towards ICT; 6.0% males and 14.0 % females had very low attitude towards ICT. Hence the level of college teachers' attitude towards ICT was low.

Hypothesis 2 : The level of technology used by the college teachers' in the classroom is moderate.

Table 2 : Range of scores and percentage of college teachers under various categories of use of technology in the classroom.

S. No.	Description of Use of Technology in the Classroom	% of Ranges of Scores	No. of Teachers	% of Teachers	% of Males	% of Females
1.	Excellent	68-90	-	-	-	-
2.	Above Average	55-67	04	5.00	5.5	4.5
3.	Average	42-54	17	21.25	20.5	22.0
4.	Below Average	29-41	46	57.50	56.5	58.5
5.	Poor	16-28	13	16.25	17.5	15.0

The above table shows that 57.5% of the teachers were under below average category regarding the use of technology in the classroom whereas only 5.00% were above average and 21.25% were under average category regarding the use of technology in the classroom; 16.25% college teachers were under poor category regarding the use of technology in the classroom and no teachers under excellent category. 5.5% male and 4.5% female teachers were under above average category regarding the use of technology in the classroom; 20.5% males and 22.0% females were under average category regarding the use of technology in the classroom; 56.5% males and 58.5% females were under below average regarding the use of technology in the classroom; 17.5% males and 15.0 % females were under poor category regarding the use of technology in the classroom. Hence the level of technology used by the college teachers' in the classroom was below average.

Hypothesis 3 : There is no significant relationship between levels of college teachers' attitude towards ICT and Technology used in the classroom.

Table 3 : Correlation of College teachers' attitude towards ICT and Technology used in the classroom.

Variables			N	Mean	SD	Pearson Correlation	Remarks
Gender	Male	A	40	83.70	21.50	0.037	NS
		U		35.10	7.07		
	Female	A	40	71.78	17.08	0.196	NS
		U		36.89	7.79		
Stream	Arts	A	46	75.67	20.00	0.430	S
		U		36.02	8.66		
	Science	A	34	78.90	20.53	0.810	S
		U		35.67	6.09		
Desig nation	Associate Professor	A	32	78.05	16.79	0.211	NS
		U		36.07	8.12		
	Assistant Professor	A	48	77.54	7.90	0.071	NS
		U		35.54	7.34		
Attitude towards ICT				77.81	20.89	0.052	NS
Use of Technology in the classroom				35.99	7.02		

A - Attitude towards ICT U - Use of Technology in the classroom
*Significant at 1% level S- Significant NS – Not Significant

The table shows that there is no significant relationship between college teachers' attitude towards ICT and technology use in the classroom in case of male teachers and also in case of female teachers. Meanwhile in case of arts stream teachers and science stream teachers, there is significant positive relationship between college teachers' attitude towards ICT and technology use in the classroom and in case of Associate Professor and in case of Assistant Professor there is no significant relationship between college teachers' attitude towards ICT and technology use in the classroom.

In Toto there is no significant relationship between college teachers' attitude towards ICT and technology use in the classroom. Hence the formulated hypothesis is accepted.

Findings of the study

1. 30.00% of the teachers had moderate attitude towards ICT whereas only 5.00% had very high. 13.75% had high attitude towards ICT; 41.25% of college teachers had low and 10.00% had very low attitude towards ICT.

2. 57.5% of the teachers were under below average category regarding the use of technology in the classroom whereas only 5.00% were above average and 21.25% were under average category regarding the use of technology in the classroom; 16.25% college teachers were under poor category regarding the use of technology in the classroom and no teachers under excellent category.

3. There is no significant relationship between college teachers' attitude towards ICT and technology use in the classroom in case of male teachers.

4. There is no significant relationship between college teachers' attitude towards ICT and technology use in the classroom in case of female teachers.

5. There is significant relationship between college teachers' attitude towards ICT and techno logy use in the classroom in case of arts stream teachers.

6. There is significant relationship between college teachers' attitude towards ICT and technology use in the classroom in case of science stream teachers.

7. There is no significant relationship between college teachers' attitude towards ICT and technology use in the classroom in case of Associate Professor.

8. There is no significant relationship between college teachers' attitude towards ICT and technology use in the classroom in case of Assistant Professor.

9. There is no significant relationship between college teachers' attitude towards ICT and technology use in the classroom in general.

Recommendations of the study

1. Effective implementation of ICT in education requires commitment from the state government of India, administrators, teachers, parents, students and the community. That is all the stake holders and responsible authorities including teachers and other staff should be made to be aware of the importance of technology in developing student's learning and should strive to overcome the barriers which prevent the use of technology in classroom settings, so that the students can benefit effectively from this ICT.

2. Lack of resources within educational institutions is major hindrance to the implementation of ICT in a developing country like ours. The stakeholders and school authorities need to be provided with adequate facilities and resources for effective implementation of ICT.

Conclusion

The problem of the present study is college teachers' attitude towards ICT and levels of technology use in classrooms. The level of college teachers' attitude towards ICT and the technology used by the college teachers' in the classroom were found moderate. It was also found that there is no significant relationship between levels of college teachers' attitude towards ICT and Technology used in the classroom.

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> The function of education is to teach one to think intensively and to think critically. Intelligence plus character – that is the goal of true education.
>
> – Martin Luther King

RELATIONSHIP BETWEEN SMARTPHONE USAGE AND THINKING STYLES AMONG COLLEGE STUDENTS

*Dr. A. Shyamala Devi

Abstract

The purpose of the paper is to explore the relationship between Smartphone usage and Thinking style among the college students. The researcher has employed survey method for the present study.A sample of 300 college students was selected using simple random sampling technique. The data were subjected to differential analysis and correlation analysis. The finding of the study reveals that there exists a negative correlation between Smartphone usage and Thinking Styles among the college students.
Keywords : *Smartphone, Thinking Styles and Technological Gadgets.*

Introduction

In this scenario, education is not only limited to classroom or formal education but it goes beyond the four walls. People self-educate themselves through various means. One such way is using technology. Today with smart gadgets, people don't require stepping outside their house to learn; instead they can learn from their comfort zone with just one touch. With the emergence of the industrial revolution, educational reform utilizing information and communication techno logy devices has attracted more. The use of Smart phone has massively increased and has arisen as one of the most prevalent ICT devices. Smart phone offers powerful functions and facilities that have made everyday life much easier and have rapidly assimilated into daily life. Studies across the world shows that college students are attached to Smartphone to a greater extent which are perceived as comfortable and convenient tools that foster interaction with people and multi tasking and facilitate formal and informal learning.

Thinking Styles exist at the interface between cognition and personality traits. It is preferred ways of applying one's intellectual abilities and knowledge to problem.Excessive use of Smartphone has been linked to lazy thinking as people tend to use the search function on their Smartphone often to get information. Every individual thinking style differs from one another. Some may be very creative while others may be very critical in thinking. It depends upon the individual intellectuality and perception on what they see and hear. Thus, this particular study aims to pave a way to maintain a balance between the two chosen variables that is the usage of Smart phone and Thinking Style.

Review of Related Literature

Wang et al.,(2019) conducted a study on 'Relationships between mobile phone usage and activity-travel behavior: A review of the literature and an example'. The study reviewed the existing literature on the relevant topics to demonstrate the lack of research on the relationship between mobile internet usage and activity-travel behavior. Based on a 11-day dataset from Shanghai that includes not only spatiotemporal traces but also the frequencies of browsing different categories of mobile internet content (e.g., tourism and finance), the study further examines several relationships between mobile internet usage and activity-travel behavior.

Jankovic et al., (2016)conducted a study on 'The impact of Facebook and smart phone usage on the leisure activities and college adjustment of students in Serbia'. The findings of the study revealed that Facebook and smart phone use has become a common and integral part of life for the majority of Serbian students, and the time for these activities is integrated into their overall time.

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Guner & Erbay (2021) conducted a study on 'Prospective mathematics teachers' thinking styles and problem-solving skills'. The results revealed that problem-solving skills were significantly, negatively and moderately related to only monarchic thinking style. High level of problem-solving skills were found to be related to liberal and internal thinking styles significantly, negatively and moderately whereas there was no significant relationship between low level of problem-solving skills and thinking styles. It was also found that there were no significant differences between the thinking styles of prospective mathematics teachers and their problem-solving strategies. This finding was supported by qualitative data. More comprehen -sive results can be obtained through observing and monitoring prospective teachers for long period.

Situmorang & Salim (2021) conducted a study on 'Perceived parenting styles, thinking styles and gender on the career decision self-efficacy of adolescents : how & why?'. The findings revealed that the adolescents' CDSE (Career decision self-efficacy) was influenced by the authoritative and permissive parenting styles, and three types of thinking styles. Moreover, the thinking styles mediated the relationship between the perceived parenting styles and CDSE, while gender acted as a homologizer.

Objectives of the study

1. To find out the significant difference, if any, between male and female college students with respect to Smartphone usage.

2. To find out the significant difference, if any, between male and female college students with respect to Thinking style.

3. To find out the significant relationship, if any, between Smartphone usage and thinking style among college students.

Method of the Study

Survey method was adopted in this study. A sample of 300 under graduate students from Chennai district were selected by using simple random sampling technique. Scale for smart phone usage was developed and validated by the investigator. And Mental self-government: Intellec -tual styles developed by RJ Sternberg (1988) was used to measure thinking styles. Mean, standard deviation, t-test and Pearson's product moment correlation were used to analyse data.

Analysis of Data

Hypothesis 1: There is no significant difference between male and female college students with respect to Smartphone usage.

Table 1 : Smartphone usage with respect to Gender of college students

| Dimensions | Gender | | | | 't' Value | 'p' Value | Level of Signifi cance |
| | Male (N = 127) | | Female (N = 173) | | | | |
	Mean	SD	Mean	SD			
Dependency	14.84	3.598	14.38	3.561	1.101	0.272	>0.05NS
Addiction	17.87	4.981	18.68	5.134	1.384	0.168	>0.05NS
Health	16.18	4.048	17.27	4.318	2.241	0.026	>0.05S
Grand total	48.89	10.189	50.34	10.294	1.209	0.228	>0.05S

From the above table 1 it can be observed that the mean values of Smartphone usage in total of college students with respect to their gender are 48.89 and 50.34 respectively.

Since the p-value is greater than 0.05 for Smartphone usage in total and its dimensions such as dependency and addiction, so the null hypothesis is accepted at 5% level of significance. Hence there is no significant difference between male and female college students in their Smartphone usage total and its dimensions (dependency and addiction).

Whereas, the calculated p-value is lesser than 0.05 for Smartphone usage dimension (health), so the null hypothesis is rejected at 5% level of significance. Hence there is significant difference between male and female college students in their Smartphone usage dimension (health).

Hypothesis 2 : There is no significant difference between male and female college students with respect to thinking style.

Table 2 : Smartphone usage with respect to Thinking styles of college students

| Dimensions | Gender | | | | 't' Value | 'p' Value | Level of Signifi cance |
| | Male (N = 127) | | Female (N = 173) | | | | |
	M	SD	M	SD			
Thinking Style	67.40	9.221	70.43	7.639	3.022	.003	P>0.05 S

Significance Level at 0.05 level

From the above table 2 it can be observed that the mean values of Thinking Styles in total of college students with respect to their gender are 67.40 and 70.43 respectively.

Since the calculated p-value is less than 0.05 for Thinking Styles, the null hypothesis is rejected at 5% level of significance. Hence there is significant difference between male and female college students in their Thinking Styles.

Hypothesis 3 : There is no significant relation -ship between Smartphone usage and Thinking styles among college students.

Table 3 : Correlation between Smartphone Usage and Thinking styles of college students

Variables	r-value	p-value	Level of significance
Smartphone Usage and Thinking styles	-0.243	.000	Negative correlation

From the above table 3 it is observed that correlation coefficient between Smartphone Usage and Thinking Styles is -0.243. It is clearly evident that there exists a negative correlation between Smartphone usage and Thinking Styles among college students.

Conclusion and Recommendations

Smartphone are indeed helpful for students to gain more information related to their studies and get excess to everything they require but importance should also be given on how the students should use their own creativity and understanding without being relied on their Smartphone. There are many things that have to be considered when it comes to educating an individual on the Smartphoneusage and its negative effects on one's thinking styles. The pros and cons on both side needs to be taught to an individual from the very beginning when they starts to learn about it. A balance needs to be maintained so that equal importance is given in both the areas.

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The authors are expected to submit original, scholarly and unpublished research articles in the following format.

MANUSCRIPT FILE

Length of the manuscripts should be approximately 2000-3000 words (4-6 pages in A4 size paper) please send MS Word compatible files only. At the time of submitting a paper for review, please include tables and figures in the manuscript file with appropriate table and figure with title and number. Please do not send multiple files. You are requested to use Times New Roman with 12 font size with double space between the lines and one inch margin on all sides. Justify the main body text and indent first lines of paragraphs rather than spacing between them. Please number all pages except the cover page.

COVER PAGE

Place the title, author name(s) with designation, contact address with phone /mobile number and e-mail id of the corresponding author(s).

MAIN BODY

The main body should include the following major components.

Abstract

Title followed by an abstract summarizing the major points of the research paper comprising of 100 – 150 words. Abstract should be followed by key words.

Introduction

Introduction should pertain to specific area of study and should cover only relevant research information.

Need and Significance of the Study

The author should emphasize the necessity of selecting this study and its impact on the society.

Objectives

Objectives should be framed very obvious, specific and relevant to the variables of the study.

Hypotheses

Hypotheses may be framed based on objectives.

Methodology-in-brief

Methodology should cover method adopted, population, sample, tools and statistical techniques used.

Analysis of Data

Relevant data may be given preferably in the form of tables or figures. Avoid the repetition of data more than one form. Do not include many tables. If feasible, combine the tables together.

Findings and Interpretations

This is an important aspect of the research paper. It may be drafted carefully from the results drawn after analysis of the data in the concerned hypotheses framed and discuss those findings in the light of the relevant past research works and how the relevance of your results fits with other researches in the area.

Educational Implications

Write the possible effect of research findings in the field of education as in the form of recommendations and suggestions.

Conclusion

This is a summary of the most significant results/findings.

References: References should be as per American Psychological Association(APA) Format.