EDUREACH : VOC JOURNAL OF EDUCATIONAL RESEARCH
(A Blind Peer Reviewed Half Yearly Journal)
V.O.CHIDAMBARAM COLLEGE OF EDUCATION
(Govt. Aided & Re- Accredited by NAAC with "B" Grade)
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Dear Esteemed Readers and Well Wishers,

Greetings from Editorial Board!

We are glad to release this fourteenth issue of Edureach Journal with the blessings of our Honorable Founder Secretary Shri A.P.C. Veerabahu. We express our sense of gratitude to the faculties, research scholars and acadamicians who are committed to the core of Education for extending their generous heart in encouraging and motivating our team in bringing and this issue of our journal.

This Issue consists of a series of six articles which focuses on A Study on Attitude towards Smart Class Environment among B.Ed. Student Teachers of Pudukottai District, Intrapersonal Intelligence and Affect Intensity of High School Students, Impact of Social Guidance and Counselling among Higher Secondary Students in Trichy Educational District, Mental Health and Examination Stresss Among the Higher Secondary School Students, Multiple Strategies in Teaching Mathematics, Psychological Impacts on Learning of Students After the Pandemic COVID 19.

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

With Regards,

Editorial Board

A STUDY ON ATTITUDE TOWARDS SMART CLASS ENVIRONMENT AMONG B.ED. STUDENT TEACHERS OF PUDUKKOTTAI DISTRICT

Dr. R. Chitra

Abstract

The study was conducted to measure on attitude towards smart class environment among B.Ed. Student teachersof Pudukkottai district. The researcher adopted normative survey method for the study. A sample of 100 students were selected from Pudukkottai district by using simple random sampling technique. The tool used for the study was on the basis of Likert attitude scales. Mean, Standard Deviation and 't' test were the statistical technique used to analyze data.The findings of the study revealed that there was no significant difference in the mean score of the attitude towards smart class environment among B.Ed. students in terms of gender, locality of the college and nature of the college.

Key words : *Attitude, smart class environment, B.Ed. Student teachers.*

Introduction

Smart classrooms are equipped with the latest technologies and digital tools to make teaching and learning better and more eûective for teachers and students. These learning technologies may include computers, specialized software, networking, assistive listening devices, audience response technology, and audio/visual capabilities. This digital transformation enables faculties to prepare dynamic multimedia lessons while helping change students' outlook towards studies. Additionally, since learning takes place through integrated learning technologies, students become more effective learners, eventually improving their academic performance. Thus, smart classrooms provide a meaningful and innovative use of technology in transforming how faculties teach, and students learn in college or universities.

Need and Significance of this study

Education is the driving force of economic and social development in any country. Hence, it is necessary to find way to make education of good quality, accessible and affordable to all, using the latest technology available. Information Communication Technology has been used and its usage has caused a revolutionary change in the development of society. Computer mediated learning is being carried out by student teachers in teacher education for their competency and other general activities.In earlier studies, it is indicated that introducing computer aided learning used to great extent by B.Ed. students teachers Hence, it is concluded that the study is focused on attitudes of smart class environment among B.Ed. student teachers of Pudukkottai district.

Objectives of the study

1. To find out whether there is any significant difference in the mean score of attitude towards smart class environment among B.Ed. Student teacherswith respect to gender.
2. To find out whether there is any significant difference in the mean score of attitude towards smart class environment among B.Ed.

Principal, Mother Teresa College of Education, Mettusalai, Illuppur, Pudukkottai (Dt) - 622102.

Student teacherswith respect to locality of the college.

3. To find out whether there is any significant difference in the mean score of attitude towards smart class environment among B.Ed. Student teacherswith respect to nature of the college.

Hypotheses of the study

1. There is no significant difference in the mean score of attitude towards smart class environ -ment among B.Ed. Student teacherswith respect to gender.
2. There is no significant difference in the mean score of attitude towards smart class environment among B.Ed. Student teachers with respect to locality of the college.
3. There is no significant difference in the mean score of attitude towards smart class environment among B.Ed. Student teachers with respect to natureof the college.

Method of the study

Normative survey method was adopted for the study. The survey method is aimed at finding out an attitude of smart class environment among B.Ed students.

Sampling technique

The sample consistedof 100 students those who were studying B.Ed in college of education of Pudukkottai district of Tamil Nadu. The simple random sampling technique was used for the study.

Tool used for the study

The tool used for the present study was on the basis of Likert attitude scales. The tool used in the study to assess the smart class room learning of tool developed by Ernet India engineers and teacher educator. This tool measures the attitude of smart class environment consisting five areas dealt within the scales

1. Basic computer operation
2. Paint
3. Power point presentation
4. Smart board functions and
5. Internet knowledge.

Scoring procedure

The questionnaire was prepared on the bases of five point likert type scale. The attitude scale consists of 40 items. The responses to the tool were comforted on a five point scale strongly agree, agree, undecided, disagree and strongly disagree. The responses were given the weight age of 5,4,3,2 and 1 for positive statement and 1,2,3,4,and 5 for negative statement. The range of score is 40 to 200.

Statistical techniques used

Statistical techniques serve the fundamental purpose of the descriptive and inferential analysis. Statistical technique used for the study was 't' test.

Analysis and interpretation of data

Hypothesis-1

There is no significant difference in the mean score of attitude towards smart class environment among B.Ed. Student teacherswith respect to gender.

The hypothesis was tested using **'t'** test**.**

Table 1

Test of Significance ofsignificant difference in the mean score of attitude towards smart class environment among B.Ed. Student teacherswith respect to gender.

Gender	N	Mean	S.D.	df	't' value	Result
Male	40	127.45	38.90	98	0.92*	NS
Female	60	118.35	32.56			

The above table shows that the computed value of **'t'** (0.92) is less than the critical value of 2.63 at 0.01 level of significance. Hence, it is not significant. Consequently, the null hypothesis is to be accepted and it can be said that, there is no significant difference in an attitude of smart class room environment among B.Ed. Student teacherswith respect to their gender.

It is concluded from the above table that the male and female students have similar attitudeof smart class room environment.

Hypothesis-2

There is no significant difference in the mean score of attitude towards smart class environment among B.Ed. Student teacherswith respect to locality of the college.

The hypothesis was tested using **'t' test.**

Table 2

Test of Significance ofsignificant difference in the mean score of attitude towards smart class environment among B.Ed. Student teachers with respect to locality of the college.

Nature of the College	N	Mean	S.D.	df	't' value	Result
Government	70	116.55	28.60	98	0.86*	NS
Self-financing	30	122.45	34.44			

The above table shows that the computed value of **'t'** (0.86) is less than the critical value of 2.63 at 0.01 level of significance. Hence, it is not significant. Consequently, the null hypothesis is to be accepted and it can be said that, there is no significant difference in an attitude of smart class room environment among B.Ed. Student teacherswith respect to locality of the college. It is concluded from the above table that the urban and rural students have similar attitudeof smart class room environment.

Hypothesis-3

There is no significant difference in the mean score of attitude towards smart class environment among B.Ed. Student teacherswith respect to nature of the college.

The hypothesis was tested using **'t' test.**

Table 3

Test of Significance ofsignificant difference in the mean score of attitude towards smart class environment among B.Ed. Student teacherswith respect to nature of the college.

Nature of the College	N	Mean	S.D.	df	't' value	Result
Government	25	124.60	24.48	98	0.94*	NS
Self-financing	75	132.40	32.50			

The above table shows that the computed value of **'t'** (0.94) is less than the critical value of 2.63 at 0.01 level of significance. Hence, it is not significant. Consequently, the null hypothesis is to be accepted and it can be said that, there is no significant difference in an attitude of smart class room environment among B.Ed. Student teacherswith respect to nature of the college.

It is concluded from the above table that the Self-financing collegestudents and government college students have similar attitudeof smart class room environment.

Findings

- The male and female B.Ed. Student teachers have similar attitude of smart class room environment learning.
- The rural and urban B.Ed. Student teachers havesimilar attitude of smart class room environment learning.
- The Self-financing college B.Ed. Student teachersand government college B.Ed. Student teachers have similar attitude of smart class room environment learning.

Implication of the study

These findings of the study will be of immense use for understanding the attitude of smart class room environment learning.

This study proved the improvement of learning by using smart class room environment among B.Ed training students.

Area of further research

Printed by The Uma Press, Published by V.O.Chidambaram College of Education, on behalf of V.O.Chidambaram Educational Society and Printed at The Uma Press, 25 Railway feeder Road, Tirunelveli Town, Tirunelveli - 627006 and Published at V.O.Chidambaram College of Education, Palayamkottai Road, Thoothukudi - 628008. Editor : Dr. T. Kanakaraj.

The present study was conducted to the B.Ed colleges only. This study can be done in varies types teacher education departments like M.Ed. college of education and universities etc.

The comparative study of different colleges, universities, DIET and so on may be undertaken.

Discussion

The present study was conducted to the B.Ed colleges only. The male and female, rural and urban B.Ed. Student teachers have similar attitude of smart class room environment learning. The Self-financing college B.Ed. Student teachers and government college B.Ed. Student teachers have similar attitude of smart class room environment learning.

Conclusion

The finding of the study revealed that there was no significant difference in the mean score of attitude towards smart class room environment among B.Ed. student teachers in terms of gender, locality of the college and nature of the college. It is very clear that innovation in technology is impacting everywhere and brining new opportunities for schools, universities and educationalists. We can help the students, student teachers as well as educators by using advanced technologies to make the future bright.

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INTRAPERSONAL INTELLIGENCE AND AFFECT INTENSITY OF HIGH SCHOOL STUDENTS

Dr. S. Gerald

Abstract

The present study is aimed to find out the "Intrapersonal Intelligence and Affect Intensity of High School Students". This is a valuable contribution to understanding the psychological aspects of high school students' development. The aim of the study is to investigate the relationship between intrapersonal intelligence and affect intensity among high school students. The researcher has chosen the survey method as your research approach. The investigator used random sampling techniques to select a sample of 400 high school students. This study adopted the survey method. The study found that boys and girls students have high level of intrapersonal intelligence and affect intensity.

Keywords : *Intrapersonal Intelligence, Affect Intensity and High School Students.*

INTRODUCTION

"Education is a two-fold process of psychological development and integration into society". - Chand 1998

A good teacher must know how to arouse the interest of the pupil in the field of study for which he is responsible; he must himself be a master in the field and be in touch with the latest developments in his subject; he must himself be a fellow traveler in the exciting pursuit of knowledge."Teach them whatever is necessary to equip them for life."

- St. Julie Billiart

SIGNIFICANCE OF THE STUDY

Education serves as the process of shaping an individual's behavior and, more importantly, their self-awareness. Understanding one's outlook, emotions, and potentialities is the cornerstone of a meaningful and successful life. Adolescents, in particular, navigate a period marked by sensitivity and self-consciousness, driven by a strong desire for recognition among their peers and elders. They are determined to preserve their self-concept and social status at any cost. However, the power of self-awareness offers them the potential for transformative change. With this self-awareness, they can break free from external influences that dictate their actions and direction, enabling them to make a genuine impact on their lives.

Intrapersonal intelligence takes center stage in this journey, imparting the wisdom to effectively manage emotions and work towards personal goals. Emotions, as noted, can become addictive, particularly when negative sentiments like bitterness, anger, and resentment take hold. Prolonged harboring of these emotions not only hardens the heart but can also manifest as physical illness. A more constructive approach to managing emotions is advocated, recognizing that during moments of intense emotional turmoil, individuals often struggle to think clearly and rationally. They may find themselves in a "fight or flight" mode, which is generally unsuitable for resolving relationship conflicts. The study presented here seeks to inspire high school students to introspect, identifying their strengths and weak nesses. It encourages an acute awareness of their emotions and offers practical suggestions for enhancing self-awareness and mastering the art of emotion management. Ultimately, the study aims to empower students with the tools they need to navigate life's complexities and challenges, paving the way for personal growth and fulfillment.

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STATEMENT OF THE PROBLEM

"A Study on Intrapersonal Intelligence and Affect Intensity of High School Students."

REVIEW OF RELATED STUDIES

Hindes, et al (2008) conducted a study on promoting intrapersonal qualities in adolescents: evaluation of rapport's Teen Leadership Breakthrough (TLB) program.This study evaluated the TLB program's efficacy in developing intrapersonal skills in 10^{th} and 11^{th} grade students. Participants were randomly assigned to a control or treatment group. Assessment of emotional intelligence and self-concept occurred prior to, immediately after, 6 weeks and 6 months following the intervention. Results indicated that the TLB program created sustainable changes emotional intelligence and self-concept. Although these results are encouraging, further research is needed to investigate the effectiveness of the TLB program in broader demographic groups and to examine different outcomes.

Harriman and Vanessa (2010) conducted a study on the effects of multiple intelligence teaching strategies on achievement in reading and mathematics.Today's educators must use research-based teaching strategies that increase achievement levels of students. Howard Gardner's Theory of multiple Intelligences is scientifically-based. The current model suggests eight different areas in which a person can demonstrate intelligence. This study compared reading and math assessments score of elementary students in classrooms using primarily traditional teaching strategies with classrooms using primarily multiple intelligence strategies mixed with traditional teaching strategies. Student assessment scores improved in both reading and math regardless of the chosen teaching strategy on most of the assessments. Some showed a significant difference but in favour of the classrooms using primarily traditional teaching strategies.

OBJECTIVES OF THE STUDY

- To find out the significant difference, if any, between boys and girls of high school students in their intrapersonal intelligence.
- To find out the significant difference, if any, between boys and girls of high school students in their affect intensity.

HYPOTHESES OF THE STUDY

- There is no significant difference between boys and girls of high school students in their intrapersonal intelligence.
- There is no significant difference between boys and girls of high school students in their affect intensity.

DELIMITATIONS OF THE STUDY

- The present study is confirmed only with the high school students those who are studying IX standard.
- Sample for the study is limited to 400 high school students only.

METHOD ADOPTED FOR THE PRESENT STUDY

The investigator adopted the survey method to find out the "A Study on Intrapersonal Intelligence and Affect Intensity of High School Students".

POPULATION FOR PRESENT STUDY

The population for the present study consists of high school students studying in The Nilgiris Educational District.

SAMPLES FOR THE STUDY

The investigator used stratified random sampling technique, 10 schools were selected randomly and from each school, the students studying IX standard were selected randomly. Totally the sample consisted of 400 high school students in The Nilgiris Educational District in Tamil Nadu.

TOOLS USED FOR THE PRESENT STUDY

By keeping various objectives and purposes of the study in mind, the investigator prepared the following tools.

1. Intrapersonal Intelligence inventory validated by the investigator (2022).
2. Affect Intensity scale developed by Larsen and Deiner (1987).

DESCRIPTION OF THE TOOLS INTRA PERSONAL INTELLIGENCE INVENTORY

Intrapersonal intelligence inventory prepared by Gerald and Kamalanisha (2022). This questionnaire has 48 items on the aspects of intrapersonal intelligence.

Construction of the Tool

The investigator developed 48 items based on the materials collected pertaining to intrapersonal intelligence from various sources like reference books, research journals, websites and text books.

Pilot Study

"Pilot study is a preliminary study conducted on a limited scale before the original studies are carried out in order to gain some primary information, on the basis of which the main project would be planned and formulated. The preliminary survey or study of the universe in question helps to acquire a general knowledge about the problem which ultimately helps to know the nature and different aspects of the problem" (Saravanavel, P. 2010).

Before finalizing the scale, a pilot study was conducted. The drafted questionnaire consisting of 48 items was used for the pilot study. The intrapersonal intelligence inventory was administered on a sample of 50 students.

Establishing the Validity

"In general, a test possesses validity to the extent that it measures what it claims to measure. Tests are often validated by comparing their results with a test of known validity" (John W. Best, 2006).

The validity for each item was tested. The item validity was calculated by finding the Pearson Product Moment Correlation between the item score and the total score. The table value of 'correlation coefficients' (γ) is 0.273 for 48 df at 5% level of significance. The calculated value of each item below 0.273 was detained, and the item above 0.273 was selected. Thus, the intrapersonal intelligence final scale consists of 38 items.

Establishing the Reliability

"A test may be reliable, even though it is not valid. A valid test is always reliable." (Saravanavel, P. 2010).The finalized tool was administered to 30 students in St. Josephs High school, Ooty, The Nilgiris District. The investigator administered the same scale to the same set of students after a gap of 15 days. The both the responses were scored. The co-efficient of correlation between the two sets of scores were calculated. The reliability is found to be 0.76. Thus the reliability of the tool was established by test-retest method.

Scoring Procedure

The items in the intrapersonal intelligence questionnaire included 38 positive statements. It is a three point scale. There is no negative statement in the questionnaire. The student has to choose any one from the given three responses namely, i) Always, ii) Sometimes, iii) Never.

AFFECT INTENSITY SCALE

It was developed by Larsen and Deiner (1987). It consists of 38 statements.

Establishing the Validity

To establish content validity, the tool was submitted to the experts in the field of education. Some of the items were modified on the basis of suggestions given by the experts. This validity of the tool was established.

Establishing the Reliability

The finalized tool was administered to 50 students of St. Joseph's High school, Ooty, The Nilgiris District. The investigator administered the same scale to the same set of students after a gap of 15 days. Then both the responses were scored.The co-efficient of correlation between the two sets of scores were calculated. The reliability is found to be 0.74. Thus the reliability of the tool was established by test-retest method.

Scoring procedure

The item in the affect intensity scale consisted of 38 statements. It is three point

scale. There are 29 positive and 9 negative statements in the questionnaire. The student has to choose any one from the given responses namely (i) Always, (ii) Sometimes, (iii) Never.

STATISTICAL TECHNIQUES USED, 't'-test and percentage analyis were used in this study.

ANALYSIS OF DATA

Table - 1

Level of intrapersonal intelligence of high school students with respect to gender

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Intrapersonal Intelligence	Boys	48	21.8	127	57.7	45	20.5
	Girls	34	18.9	102	56.7	44	24.4

It is inferred from the above table that the boys students, 21.8% of them have low, 57.7% of them have moderate and 20.5% of them have high level of intrapersonal intelligence.Among girls students, 18.9% of them low, 56.7% of them have moderate and 24.4% of them have high level of intrapersonal intelligence.

Table - 2

Level of intrapersonal intelligence of high school students with respect to age.

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Intrapersonal Intelligence	Below 15 yrs	65	20.8	184	59.0	63	20.2
	Above 15 yrs	17	19.3	45	51.2	26	29.5

It is inferred from the above table that the age of below 15 years students, 20.8% of them have low, 59.0% of them have moderate and 20.2% of them have high level of intrapersonal intelligence.Among above 15 years students, 19.3% of them have low, 51.2% of them have moderate and 29.5% of them have high level of intrapersonal intelligence.

Table - 3

Level of affect intensity of high school students with respect to gender

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Affect Intensity	Boys	57	25.9	122	55.5	41	18.6
	Girls	29	16.1	99	55.0	52	28.9

It is inferred from the above table that the boys students, 25.9% of them have low, 55.5% of them have moderate and 18.6% of them have high level of affect intensity. Among girls students, 16.1% of them have low, 55.0% of them have moderate and 28.9% of them have high level of affect intensity.

Table - 4

Level of affect intensity of high school students with respect to age

Variable	Category	Low		Moderate		High	
		N	%	N	%	N	%
Affect Intensity	Below 15 yrs	68	21.8	175	56.1	69	22.1
	Above 15 yrs	18	20.5	46	52.2	24	27.3

It is inferred from the above table that the age of below 15 years students, 21.8% of them have low, 56.1% of them have moderate and 22.1% of them have high level of affect intensity. Among above 15 years students, 20.5% of them have low, 52.2% of them have moderate and 27.3% of them have high level of affect intensity.

Table – 5

Difference between boys and girls students in their intrapersonal intelligence

Variable	Category	N	Mean	S.D	Calculated "t" value	Remarks at 5% level
Intrapersonal Intelligence	Boys	220	89.02	7.90	0.96	NS
	Girls	180	89.02	8.69		

It is inferred from the above table that the calculated 't' value (0.96) is less than the table value (1.96) at 5% level of significance. Hence null hypothesis is accepted. Thus, the result that there is no significant difference between boys and girls students in their intrapersonal intelligence of high school students.

Table – 6

Difference between boys and girls students in their affect intensity

Variable	Category	N	Mean	S.D	Calculated "t" value	Remarks at 5% level
Intrapersonal Intelligence	Boys	220	85.40	5.503	3.56	S
	Girls	180	87.32	5.117		

It is inferred from the above table that the calculated 't' value (3.56) is greater than the table value (1.96) at 5% level of significance. Hence null hypothesis is rejected. Thus, the

result that there is significant difference between boys and girls students in their affect intensity of high school students.While comparing the mean scores of boys (mean=85.40) and girls students (mean=87.32) in their affect intensity, the girls students are better than the boys students.

FINDINGS

- Table 1 revealed that 20.5% of boys students and 24.4% of girls students have high level of intrapersonal intelligence.
- Table 2 revealed that 20.2% of the age of below 15 years students and 29.5% of above 15 years students have high level of intrapersonal intelligence.
- Table 3 revealed that 18.6% of boys students and 28.9% of girls students have high level of affect intensity.
- Table 4 revealed that 22.1% of the age of below 15 years students and 27.3% of above 15 years students have high level of affect intensity.
- Table 5 revealed that there is no significant difference between boys and girls students in their intrapersonal intelligence of high school students.
- Table 6 revealed that there is significant difference between boys and girls students in their affect intensity. While comparing the mean scores of boys (mean=85.40) and girls students (mean=87.32) in their affect intensity, the girls students are found better than the boys students.

EDUCATIONAL IMPLICATIONS

- **Good intrapersonal skills should be developed among students through various academic activities:**

This suggests that teachers should not only focus on imparting academic knowledge but also on helping students develop skills like self-awareness, self-regulation, and emotional intelligence. These skills are essential for personal growth and success in life.

- **Teachers should strive to promote appropriate concerns to ensure quality education:**

It's important for teachers to be proactive in addressing concerns related to the quality of education. This could involve curriculum improvement, teaching methods, assessment strategies, and creating a conducive learning environment.

Teachers play a vital role in shaping the values and ethics of students. They should not only teach academic subjects but also instill important values like honesty, integrity, empathy and responsibility in students.

- **Teachers should understand the students' intellectual abilities and give proper assistance to their academic activities:**

Recognizing the diverse intellectual abilities of students is crucial. Teachers should provide personalized support and assistance to help each student reach their full potential. This might involve differentiated instruction, extra help, or challenging activities for gifted students.

RECOMMENDATIONS AND SUGGESSTIONS

1. Seminars can be arranged to analyze the students' abilities, emotions, strengths and weaknesses.
2. A full-time counselor should be available in the school to maintain the balance of emotions of the students.
3. Co-curricular and extra-curricular activities must be given in the school campus so that students can identify their talents and get a better idea about their strengths:
4. Parents-teacher's meetings should be conducted at least once a month to know about the students' problems and to develop the students' abilities:

CONCLUSION

It's great to hear about your study on intrapersonal intelligence and affect intensity among high school students. Your findings and

recommendations indeed highlight the significance of intrapersonal intelligence in a student's present and future well-being.

Intrapersonal intelligence is crucial for students' present and future: This study underscores the importance of intrapersonal intelligence, which includes self-awareness, self-regulation, and emotional intelligence, in shaping students' lives and future success.

Promoting optimal academic and co-curricular activities: To enhance intrapersonal intelligence, teachers and educational institutions should create a range of academic and co-curricular activities that encourage self-reflection, emotional growth, and personal development.

Creating a nurturing environment: Providing a supportive and nurturing environment for students can contribute to the growth of their intrapersonal intelligence. This includes not only academic support but also emotional and psychological support.

POSITIVE OUTCOMES:

This research findings, recommendations and suggestions aim to improve intrapersonal intelligence among students, ultimately leading to better overall development and preparedness for their future. The above study and its insights can serve as a valuable resource for educators, administrators, and policymakers looking to enhance the educational experience and well-being of high school students. Focusing on intrapersonal intelligence is a holistic approach that can have long-lasting benefits for students as they navigate their academic journey and beyond.

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The Goal of Education is the Advancement of Knowledge and The Dissemination of Truth.

John F. Kennady

IMPACT OF SOCIAL GUIDANCE AND COUNSELLING AMONG HIGHER SECONDARY STUDENTS IN TRICHY EDUCATIONAL DISTRICT

Dr. N. Allimuthu

Abstract

Guidance is practiced since ancient times. In those times, guidance was offered to the young by elders in the family and to persons in distress by the family priest or the medicine men who conjured up the spirits of the dead or supernatural forces to help the client. Even today, in India, guidance whether in personal, educational, vocational or political matters, is sought from family priest, palmist, astrologer or numerologist. Guidance as such unorganized and informal method has in all place and at all level been a vital aspect of the educational process. Guidance as such unorganized and informal method has in all place and at all level been a vital aspect of the educational process. Good teachers have always been interested in providing understanding assistance to students to help them overcome problems of learning and adjustment so as to ensure optimum achievement. Counselling is the service offered to the Individual who is undergoing a problem and needs professional help to over come it. There are many theories have come up on Counselling. This study in this context, focused on Impact of Social Guidance and Counselling in the higher secondary students based on gender, locality of student and type of school higher secondary Students at Trichy Educational District.

Keywords : *Social Guidance, Counselling, Educational, Psychological and Spiritual.*

INTRODUCTION

Guidance is practical since ancient times. In those times, guidance was offered to the young by elders in the family and to persons in distress by the family priest or the medicine men who conjured up the spirits of the dead or supernatural forces to help the client. Event today, in India, guidance whether in personal, educational, vocational or political matters, is sought from family priest, palmist, astrologer or numerologist. Guidance as such unorganized and informal method has in all place and at all level been a vital aspect of the educational process. Good teachers have always been interested in providing understanding assistance to students to help them overcome problems of learning and adjustment so as to ensure optimum achievement.

SCOPE OF GUIDANCE AND COUNSELING

The scope of guidance and counseling is extremely comprehensive. As the life is getting complex day by day, the problems for which expert help is required are increasing proportionately. The scope of guidance, per necessity, is extending horizontally to much of the social context, to matters of prestige in occupations, to the broad field of social trends, and economic development.

DEFINITIONS OF IMPORTANT TERMS

SOCIAL GUIDANCE

Jones while saying about the meaning of the guidance and its involvement "Guidance involves personal help to promote the growth of an individual who is the focus of attention and not the group. Also the attention is to be paid to the focus of attention and not the group.

COUNSELING

Counseling helps the students discover their potential and interest in varies subjects in order to help them choose their right career. There are many philosophies and theories of counseling. Carl Rogers was an American

Assistant Professor in Biological Science, V.O.C. College of Education, Thoothukudi - 8.

Counseling psychologist of the mid-twentieth century who advocated "client – centered" Counseling.

STATEMENT OF THE PROBLEM

The title of the present investigation is "**IMPACT OF SOCIAL GUIDANCE AND COUNSELLING AMONG HIGHER SECONDARY STUDENTS IN TRICHY EDUCATIONAL DISTICT**'.

REVIEW OF RELATED LITERATURE

Dwivedi, Om Prakash.D. (2002) made a study on "Character Traits of Junior High School Boys and their Educational Implications." The main objectives were, to study the specific pattern of development of moral character of age students, to study the effect of high and low deprivation on the aspects of character mainly attitudinal, cognitive and behavioural, to study the effect of residential background, rural and urban on the development of moral character, to determine the relationship between moral development and academic achievement of the selected students, to study the degree of relationship between moral development and school adjustment of the selected students.

Myrick, Robert D. (1987) finds out that Guidance and counseling are denied, and the formative years are discussed. Four approaches to guidance and counseling are presented. The second chapter presents a comprehensive approach to guidance and counseling. Basic assumptions and needs, the theory of developmental guidance, curriculum and goals and principles or developmental guidance's, and the roles of school personnel in guidance are examined. The third chapter considers the teacher as student advisor.

T.J. Dyer (1995) Consultant Child and Adolescent Psychiatrist and F. M. Elliott. In his article we give an alternative view of service provision for adolescents with emotional difficulties centered on four high schools. We believe that the service we offer differs in a number of ways and ahs a number of benefits for clients and other pupils and staff at the schools. We present this view of our service with some Information about Its historical context and as a snapshot of the current state of the service In the expectation that there will be further developments. Development Guidance and Counselling: A Practical Approach.

OBJECTIVES OF THE STUDY

1. To find out whether there is any significant difference between Impact of Social Guidance and Counselling in the higher secondary students based on gender.
2. To find out whether there is any significant difference between Impact of Social Guidance and Counselling in the higher secondary students based on locality of student.
3. To find out whether there is any significant difference between Impact of Social Guidance and Counselling in the higher secondary students based on type of school.

HYPOTHESES OF THE STUDY

1. There is no significant difference between Impact of Social Guidance and Counselling in the higher secondary students based on gender.
2. There is no significant difference between Impact of Social Guidance and Counselling in the higher secondary students based on locality of student.
3. There is no significant difference between Impact of Social Guidance and Counselling in the higher secondary students based on type of school.

POPULATION

In this research, the population consists of all students studying in higher secondary schools located Trichy Educational District.

SAMPLE

The investigator has used simple random sampling technique for selecting the sample from the population. The sample consists of 300 higher secondary Students from 7 schools in Trichy Educational District.

DESCRIPTION OF THE TOOL

In the present investigation in order to measure the impact of social guidance and counseling in higher secondary students, the investigator used the open type questionnaire.

RELIABILITY

The reliability of the "Social guidance and counseling" was established through test-retest method. The tool was administered to 25 students selected at random. Students are from Government School, Government Aided School and Matriculation school. After two weeks the same tool is administered to the same 25 students. The correlation between pre-test and post test scores are worked out to be 0.716.

VALIDATION OF QUESTIONNAIRES

Students of higher secondary schools were consulted with regard to guidance and counseling. Then the investigator in consultation with his guide prepared a questionnaire consisting of 60 questions. The questionnaires can be answered by the respondents with five point scale. They checked the test items, dropped the irrelevant and unambiguous items and offered suggestions to improve certain items. The investigator modified the draft questionnaire and arrived at a final list of 60 statements under six dimensions for study of problems related to classroom environment with the dimensions namely Personal, Educational, Psychological, Physical, Ecological, Spiritual.

SCORING

The five-point scale scoring scheme according to the response of a adopted for evaluation is as follows. Every statement gets 5, 4, 3 2, 1.

LIMITATIONS OF THE STUDY

The study was limited only to 7 schools in Trichy Educational District.

The study included 2 Matriculation schools, 4 Government schools and 1 Government Aided school.

The sample was limited to 300 students of higher secondary school.

The study was restricted to a sample chosen simple random sampling from all the groups in Trichy Educational District.

ANALYSIS OF DATA

The following statistics have been used for the analysis of data:

t – test, F – test, Correlation (r)

HYPOTHESES TESTING

1. There is no significant difference between Impact of Social Guidance and Counselling in the higher secondary students based on gender.

Table 1

Difference between the mean scores of the dimensions of social guidance and counseling with reference to gender.

Dimensions	Gender	Number	Mean	Standard Deviation	CR Value	Remarks
Personal	Male	150	42.087	5.491	1.394	
	Female	150	41.153	6.092		NS
Educational	Male	150	43.313	5.873	1.926	
	Female	150	42.027	5.699		NS
Psychological	Male	150	60.320	8.903	0.804	
	Female	150	61.127	8.476		NS
Physical	Male	150	30.013	5.623	0.210	
	Female	150	29.887	4.790		NS
Ecological	Male	150	25.167	3.822	0.276	
	Female	150	25.040	4.113		NS
Spiritual	Male	150	23.513	3.651	2.087	
	Female	150	24.380	3.540		S
Total Guidance & Counseling	Male	150	224.413	18.079	0.364	
	Female	150	223.613	19.927		NS

It is referred from the above table, there is no significant difference among Boys, Girls students in their guidance & counseling and its dimensions except spiritually. Since the hypothesis is accepted.

Hypothesis-2

There is no significant difference between Impact of Social Guidance and Counselling in the higher secondary students based on locality of student.

Table 2

Difference between the mean scores of the dimensions of social guidance and counseling with reference to locality of student.

It is referred from the above table, there is no significant difference among rural, urban students in their guidance & counseling and its dimensions. Since the hypothesis is accepted.

Hypothesis-3

There is no significant difference between Impact of Social Guidance and Counselling in the higher secondary students based on type of school.

Table 3

Difference among the type of School in their guidance and counseling and its dimensions.

Dimension	Source of Variation	Sum of Squares	Degrees of Freedom	Mean Square Value	Calculated 'F' Value	Remarks
Social	Between Sample	158.81	2	79.406	2.3593	
	Within Sample	9995.88	297	33.656		NS
Educational	Between Sample	129.31	2	64.546	1.9124	
	Within Sample	10041.00	297	33.808		NS
Psychological	Between Sample	74.00	2	37.000	0.4854	
	Within Sample	22640.13	297	76.229		NS
Physical	Between Sample	87.66	2	43.828	1.6077	
	Within Sample	8096.59	297	27.261		NS
Ecological	Between Sample	34.17	2	17.086	1.0807	
	Within Sample	4695.63	297	15.810		NS
Spiritual	Between Sample	63.00	2	31.500	2.4161	
	Within Sample	3872.14	297	13.038		NS
Total guidance & Counseling	Between Sample	976.00	2	488.000	1.3462	
	Within Sample	107666.00	297	362.512		NS

It is referred from the above table, there is no significant difference among Boys, Girls, and Co-education school students in their guidance & counseling and its dimensions. Since the hypothesis is accepted.

MAJOR FINDINGS OF THE STUDY :

1. There is no significant difference between the social guidance and counseling, education guidance and counseling, psychological guidance and counseling, physical guidance and counseling, ecological guidance and counseling, spiritual guidance and counseling, and total guidance and counseling of higher secondary students with reference to gender. The exists significant differences between the mean scores of the spiritual guidance and counselling in their school of higher secondary students with reference to gender.
2. There is no significant difference between the social guidance and counseling, education guidance and counseling, psychological guidance and counseling, physical guidance and counseling, ecological guidance and counseling, spiritual guidance and counseling, and total guidance and counseling of higher secondary students with reference to locality of student.
3. There is no significant difference among the type of school in their social guidance and counseling and its dimensions.

RECOMMENDATIONS OF THE STUDY

Guidance and Counseling has become very much in need at the school level today. The study reveals a lot of truth and urgency of guidance and counseling in one's life while they are growing at his age. Guidance and Counseling should be felt need by the parents for their children.

All the students at high school level must undergo a guidance and counseling to build all the dimensions of life.

The teachers have a big role to play, the initiative the teachers should be appreciated by the management.

A regular seminar, prayers, talks based on moral lesson will help the students to build up religious mind and to cultivate value based learning.

Regular classes on ecology will make aware of the student's responsibility toward the environment.

Dimensions	Gender	Number	Mean	Standard Deviation	'F' Value	Remarks
Social	Rural	152	41.849	5.760	0.690	
	Urban	148	41.385	5.867		NS
Educational	Rural	152	43.204	6.122	1.617	
	Urban	148	42.182	5.761		NS
Psychological	Rural	152	60.388	8.657	0.677	
	Urban	148	61.068	8.733		NS
Physical	Rural	152	29.671	4.963	0.938	
	Urban	148	30.236	5.463		NS
Ecological	Rural	152	24.882	3.948	0.980	
	Urban	148	25.331	4.292		NS
Spiritual	Rural	152	23.658	3.687	1.405	
	Urban	148	24.243	3.529		NS
Total Guidance & Counseling	Rural	152	224.263	19.181	0.334	
	Urban	148	224.385	18.743		NS

SUGGESTIONS FOR FURTHER RESEARCH

The research suggests the following topics for further research. It may stimulate the prospective research workers to do some useful researches in this area.

The investigator has done research on guidance and counseling of standard students only. This study can be extended to the XII and college students.

This study is limited to IX standard students of Trichy district only. It can be extended to other educational districts of Tamil Nadu.

Further study can be done to highlight the society regarding the guidance and counseling burning issues of occurring in the world.

CONCLUSION

The purpose of study to make aware of the need of guidance and counseling among the students at higher secondary school level. This is age with lots of confusions and questions to clarity with regard not only the subject but with the life. The study shows that the guidance and counseling given among the students will make difference in life. Therefore, a proper guidance can be encouraged in the schools in order to bring out a better and sound citizen of the country. A sound mind is sound body, the sound human beings create a sound society. Thus, the need of guidance and counseling is must for the growing students especially who are at high school level.

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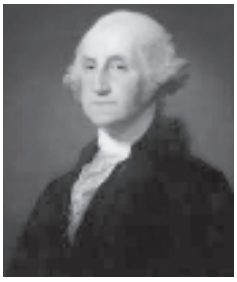

"Education the key that unlocks the golden door to freedom"

- George Washington Carver

MENTAL HEALTH AND EXAMINATION STRESS AMONG THE HIGHER SECONDARY SCHOOL STUDENTS

L. Sheeba Agnes

Abstract

The aim of this study is to examine the mental health and examination stress among eleventh standard students with respect to gender, medium of instruction and types of management. A sample collected from 300 eleventh standard students in Thoothukudi district. Mental health and examination stress scale were constructed and standardized. Data were collected and analysed. The findings of the study indicated that the eleventh standard students have average level of mental health and examination stress.

KeyWords : *Mental health, Examination stress, Higher Secondary School.*

Introduction

Mental health is a way of life. It enables one to accept unchangeable realities in life and to seek solutions to life's problems in a constructive way consistent with one's abilities, instead of trying to run away from them.A person who likes himself may be regarded as mentally healthy. Conversely strong dislikes of one's self is a typical symptom of maladjustment. A mentally healthy individual feels that he/she is an accepted member of a social group and they in turn liked by him/her. But the maladjusted person may react in a totally different way.

Operational Definitions of Key Terms

Mental Health

In the present study, Mental Health refers to the total score obtained by Higher Secondary School Students on the Mental Health Inventory.

Examination Stress

In the present study, Examination stress refers to the total score obtained by Higher Secondary School Students on the Examination Stress Scale.

Objectives of the study

The following are the objectives of the present study:

1. To find out the level of Mental Health of higher secondary students.
2. To find out the level of Examination stress of higher secondary students.
3. To find out the significant difference, if any, in the Mental Health of higher secondary students based on Gender, Medium of Instruction Type of Management .
4. To find out the significant difference if any in the Examination stress of higher secondary students based on Gender, Medium of Instruction Type of Management .

Hypotheses of the study

1. The level of Mental Health of eleventh standard students is average in nature.
2. The level of Examination stress of eleventh standard students is average in nature.
3. There is no significant difference in the Mental Health of higher secondary students based on Gender, Medium of Instruction Type of Management .
4. There is no significant difference in the Examination stress of higher secondary students based on Gender, Medium of Instruction Type of Management .

Sample selected

In this study, the investigator selected a sample of 300 eleventh standard students from Thoothukudi district as the sample. This study used simple random sampling method.

Research Tool

a) Mental Health Inventory was standardized by Droved Augustine.

M.Phil., Research Scholar, V.O.C. College of Education, Thoothukudi - 8.

b) Examination Stress Scale developed by Dr. K. Sarala Devi (2001).

Analysis and Interpretation of Data

After the collection of data, percentage analysis, 't' test and ANOVA are used for the purpose of testing the null hypotheses, the results of which are given in the following tables

Hypothesis-1: The level of mental health of higher secondary school students is moderate in nature.

Variable	No. of Samples	Level	Range	Frequency	Percentage
Mental Health	300	Low	0 - 40	224	74.7
		Moderate	41 - 59	75	25.0
		High	60 to high	1	.3

Table 1- Showing the level of mental health among higher secondary school students

From the above table, it is clear that more number of students lie in the low level category. It indicated that the level of mental health among higher secondary school students is low in nature.

Hypothesis.2: The level of examination stress of higher secondary school students is moderate in nature.

Table-2: Showing the level of examination stress among higher secondary school students.

Variable	No. of Samples	Level	Range	Frequency	Percentage
Examination Stress	300	Low	0 - 95	98	32.7
		Moderate	96 - 132	154	51.3
		High	133 to high	48	16.0

From the table-2 reveals that the level of examination stress of eleventh standard students is moderate in nature.

Hypothesis-3 : There is no significant difference among higher secondary school students on their mental health based on their gender.

Table-3 : Difference between Male and Female students with respect to Mental Health among higher secondary school students based on their gender.

Variable	Gender	N	Mean	S.D	Critical Ration	Result
Mental Health	Male	142	36.1549	5.822	1.30	N.S
	Female	158	37.1013	6.805		

From the above table, it is clear that the calculated't' value (1.30) is lower than the table value (1.96) at 0.05 level. There is no significant difference on mental health of higher secondary school students based on their gender. It is also clear that female higher secondary school students have higher mental health than their counter parts.

Hypothesis-4: There is no significant difference between the mean scores of examination stress among eleventh standard students with regard to Gender.

Table-4 : Difference between Male and Female students with respect to examination stress among higher secondary school students based on their gender.

Variable	Gender	N	Mean	S.D	Critical Ration	Result
Examination Stress	Male	142	109.2394	24.489	1.01	N.S
	Female	158	106.2975	25.879		

From the above table, it is clear that the calculated't' value (1.01) is lower than the table value (1.96) at 0.05 level. It shows that there is no significant difference on examination stress of higher secondary school students based on their gender.

Hypothesis – 5. There is no significant difference among higher secondary school students on their mental health based on their medium of instruction.

Table :5- Difference between English and Tamil medium students with respect to Mental Health among higher secondary school students based on their Medium of Instruction.

Variable	Medium	N	Mean	S.D	Critical Ration	Result
Mental Health	Tamil	200	35.4200	6.161	4.93	S
	English	100	39.1200	6.072		

From the above table, it can be seen that the C.R value 4.93 is higher than the table value (2.58) at 0.01significance level. Therefore there is significant difference on mental health among

higher secondary school students based on their medium of instruction. Moreover students studying in English medium have exhibited significantly higher mental health than Tamil medium students.

Hypothesis-6 :There is no significant difference of higher secondary school students in their examination stress based on their medium of instruction.

Table 6 : Difference between English and Tamil medium students with respect to Examination Stress among the higher secondary students based on their medium of instruction.

Variable	Medium	N	Mean	S.D	Critical Ration	Result
Examination Stress	Tamil	200	101.6700	22.413	5.88	S
	English	100	119.7300	26.331		

From the above table, it can be seen that the C.R value 5.88 is higher than the table value (2.58) at 0.01significance level. Hence there is a significant difference among examination stress of higher secondary school students based on their medium of instruction.

Hypothesis -7: There is no significant difference among higher secondary school students on their mental health based on their type of management.

Table 7: Difference in the mean scores of Mental Health among the higher secondary students based on their type of management.

Variable	Type of Management	N	Mean	S.D	Critical Ration	Result
Mental Health	Government	100	33.2200	4.717	5.40	S
	Govt. aided	100	37.6200	6.653		
Mental Health	Government	100	33.2200	4.717	7.67	S
	Private	100	39.1200	6.072		
Mental Health	Govt. aided	100	37.6200	6.653	1.67	N.S.
	Private	100	39.1200	6.072		

In the first case, from the above table, it is clear that the calculated 't' value 5.40 is greater than the table value 2.58 at 0.01 level. It shows that there is a significant difference o-in mental health of higher secondary school students based on their type of management.

In the second case, from the above table, it is clear that the calculated 't' value 7.67 is greater than the table value 2.58 at 0.01 level. It shows that there is a significant difference in mental health of higher secondary school students based on their type of management.

In the third case from the above table it is clear that the calculated 't' value 1.67 is lower than the table value 1.96. It shows that there is no significant difference in mental health of higher secondary school students based on their type of management.

Hypothesis-8: There is no significant difference of higher secondary school students on their examination stress based on their type of management.

Table 8: Difference in the mean scores of Examination Stress among the higher secondary school students based on their type of management

Variable	Type of Management	N	Mean	S.D	Critical Ration	Result
Examination Stress	Government	100	96.9900	21.040	3.01	S
	Govt. aided	100	106.3500	22.866		
	Government	100	96.9900	21.040	6.75	S
	Private	100	119.7300	26.331		
	Govt. aided	100	106.3500	22.866	3.84	S
	Private	100	119.7300	26.331		

In the first case, from the above table, it is clear that the calculated 't' value 3.01 is higher than the table value 2.58 at 0.01 level. It shows that there is a significant difference among mental health of higher secondary school students based on their type of management.

In the second case from the above table it is clear that the calculated 't' value 6.75 is higher than the table value 2.58 at 0.01 level. It shows that there is a significant difference on mental health of higher secondary school students based on their type of management.

In the third case from the above table it is clear that the calculated 't' value 3.84 is higher than the table value 2.58 at 0.05 level. It shows there is a significant difference on mental health of higher secondary school students based on their type of management.

Findings of the study

1. The level of Mental Health of higher secondary school students is low in nature.
2. The level of Examination Stress of higher secondary school students is average in nature.

3. There is no significant difference of higher secondary students in their mental health based on gender.
4. There is no significant difference of higher secondary students in their Examination stress based on gender.
5. There is a significant difference of higher secondary students in their mental health based on medium of instruction. English medium students are found to have better mental health than there tamil medium counter part.
6. There is a significant difference of higher secondary students in their Examination stress based on medium of instruction. English medium students are found to have more mental health than there tamil medium counter part.
7. There is a significant difference of higher secondary students in their mental health based on type of management. It is found from means course that the students from private schools have better mental health than there counter parts in other types of schools.
8. There is a significant difference of higher secondary students in their Examination stress based on type of management. It is found from means course that the students from private schools have more mental health than there counter parts in other types of schools.

Educational Complications and Discussion:

- Gender difference in mental health can be dealt with by providing counseling services in the school especially for girls.
- Girls need to make aware of happenings around them and should be given freedom to express their views at home and in the society.
- Students need to participate in group games where in the contribution of the team is the determining factor and not their individualistic ideas. Group games gives way for sharing and caring and adjustment with everyone in the group which increases their tolerance level and thereby reduces depression and improves mental health. Educational institutions should have more group games.
- Schools need to have extra coaching for languages other than their mother tongue thereby increasing the presenting of concepts in other language also. This may help in reducing the gap in the mental health of students which was formed based on medium of instruction.
- Schools should establish meditation/ mindfulness training programmes to reduce their examination stress.
- Teachers should conduct model examinations to reduce examination stress at the time of main exam.

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MULTIPLE STRATEGIES IN TEACHING MATHEMATICS

Dr. M. Thilagavathy

Abstract

Every student is unique. In a class room of above 40 students, one can't guarantee a common strategy. In such a scenario, observing different understanding levels,leaning andapplying style is quite obvious. Teaching is definitely a challenging job to every teacher. Hence, effective teaching strategies focuses more on helping the students learn better than about a teacher to teach better. This paper emphasizesmultiple strategies in teaching mathematics and multiple strategies refer to drawing pictures,interactive whiteboard,power Point presentation and so on.

***Keywords** : Multiple Strategies,White board, Power Point, Teaching, Mathematics.*

Introduction

While there has been substantial research regarding teaching with multiple strategies in the elementary grades, there has been significantly less research about this practice at the middle and high school levels. Yet given the broad differences in the mathematical content, student characteristics, teacher demographics, and pedagogical approaches typically employed in mathematics courses at the middle and secondary level compared with at the elementary level, it seems reasonable to speculate that the perception of multiple strategies might also differ from the elementary to the secondary level. Indeed, a consideration of how teaching with multiple strategies might differ across grade levels raises several interesting questions. Difficulty coming up with additional solution strategies that were not prominent in the curriculum.

Manipulatives

There are many strategies and tools to help students. One strategy for visual learners is the use of manipulatives. "Manipulatives-physical material to support learning such as blocksor tiles-are ubiquitous in early years educational settings across cultures" (Manches, O'Malley, &Benford, 2010, p. 622).Manipulatives is helpful to students in visualizing what they are reading in the word problem. They are able to concretely look at the problem and physically manipulate the materials into finding a solution. "The use of physical materials to support young children's education can be traced back to education pioneers such as Frobel and Montessori (Manches, O'Malley, & Benford, 2010, p. 623).

Use of Manipulatives in Mathematics

"Manipulative are Physical objects used to improve mathematics achievement objects students can manipulate to explore and develop an understanding of a mathematical concept". Fractions are often an extremely difficult concept for students to understand. Manipulative makes fractions visual and concrete, through a hands-on learning experience. Teachers can use almost anything as a math manipulatives, which makes them low or no cost. Furthermore, most math textbook kits come with manipulatives so they are readily available to the teacher.

According to Rapp (2009), manipulatives have been shown to help improve both achievement and motivation in mathematics among all students, especially visual-spatial learners Using manipulative is effective in teaching mathematics for several reasons. First, manipulative allow children to have a hands-on learning experience. A page of abstract symbols, no matter how carefully designed or simplified, because of its very nature, cannot involve the child's senses the way real materials can. Symbols are not the concept; they are only the representation of a

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concept, and such are abstractions describing something which is not visible to the child. Real materials, on the other hand, can be manipulated to illustrate the concept concretely, and can be experienced visually by the child.

Manipulative allow students to see and touch the materials that represent mathematical concepts, which make these concepts real and concrete. Like games, research has shown that manipulative improve student achievement in mathematics. There have been many case studies done to analyze the effectiveness of manipulative in mathematics instruction at the elementary and intermediate levels. Manipulative were effective because they created an external representation of the mathematical concepts being taught. They also increased student motivation and aided in forming internal understanding when some understanding of the mathematical concept was already present. Therefore, teachers need to be aware of how to use manipulative in teaching and it should be used as a tool to improve under standing when some understanding of the concept already exists.

Drawing Pictures

Other strategies that are used for problem solving are drawing pictures, making charts, working backwards, and guess and check (Rickard, 2005). Students who are visual learners will benefit from the strategy Drawing Pictures. This makes the problem more concrete and real for the student. Making charts is a method that is good for organizing data to find a solution. Mathematical problem solving strategies are taught with the instructional purpose to produce positive results.

These strategies are not meant to overload the students' learning capacity. There are meaningful skills that every student should receive from their teacher. Quality mathematics instruction "should equip the students with declarative and procedural knowledge and skills and allow them to gradually grow independent". Students equipped with these skills will have more knowledge of how to independently solve mathematical word problems. Problem solving is the foundation for a stronger understanding of mathematics. After researching the history and importance of problem solving it is evident that there is more of a need for influential teaching strategies and practices. Students can have success with mathematical problem solving and feel positive about themselves and their results.

Interactive whiteboard

Interactive whiteboard is a solid board with a white, matter surface that looks very similar to a dry erase board. The board usually has an arm extending from it holding a digital projector that projects the image of the computer's desktop onto the matte surface. Interactive Whiteboard (IWB), as the name reveals, is a white electronic board, touch sensitive, used as a presentation device and a casual board for writing or drawing. IWB itself is a projection surface, not a monitor and can only display what a projector displays onto it (SMART Technologies, 2010, p. 138). This whiteboard is connected via USB port or wirelessly to a computer with appropriate software such as web browser or Active Inspire, and a projector; all of which are connected to electricity. Other tools can be connected to the board such as tablets.

Through the digital projector, the computer screen is displayed on the whiteboard, which,consequently, becomes the screen and all applications on the computer can be controlled by touching the board by finger or with other accessories such as an electronic pen and making changes in real-time. Everything written or drawn on the board and all annotations or actions canbe saved to and printed from the computer.

The teacher uses the large touch surface to interact with the computer and the interactive whiteboard software that comes with the device. An interactive whiteboard allows a teacher to manipulate text and images in real-time, as well as make annotated notes on projected content that can be viewed and saved for students to review later. With a large viewing surface, the

interactive whiteboard provides a central location in the classroom for students to observe and interact with content. This allows the entire class to focus on a singular point and promotes student-centered group interactions. An interactive whiteboard, in conjunction with its software, allows teachers to make fully interactive pages that can animate, display documents, link to websites, view movies, and allow annotation on documents and web pages.

PowerPoint Presentation

PowerPoint Presentations are created in a series of PowerPoint slides. Users can import audio, video, graphicsand text into PowerPoint to make interesting and dynamic presentations. It has been frequently used in education due to its ability to demonstrate and clarify information (Oommen, 2012). Today, Power Point presentation is a conventional lecture aid in higher education and is recurrently used to visually present the main points of classroom lectures. It can run on both laptop and desktop computers and can be displayed via three ways: (1) a regular computer monitor; (2) an ordinary television set; (3) a special projector. The regular computer monitor suits individual work. One student can view a presentation to practice or revise material at his or her own pace. The projector can be considered the best for displaying a PowerPoint presentation for large number of audience since it offers a clearer and more accurate vision especially if the room light is adequately dim and a screen rather than a blank wall is used for projection.

The teacher can move the presentation slides from somehow far distance. However, plugging the computer into the set is not always an easy task. When creating a presentation, users design a slide that they will generally present to an audience or print as a handout or manual. To present a PowerPoint document, users often use a projector and screen rather than show the presentation on a desktop or laptop. Users can also write notes underneath the slide to draw upon as reminder points during the presentation. The audience cannot see the notes on the screen. Users can animate the screen, setting it up so that portions of the slide appear on the screen at timed intervals. Animation can be useful if the user has an abundance of information on the screen and wants to avoid a cluttered effect. There are primarily two types of mode in PPT: audio mode and visual mode. Audio mode includes music or sound; visual mode includes bullet points, images, graphs and color and it is of three types: verbal mode, combination of image language mode and mode of image.

Rules for effective PowerPoint presentation

There are many rules to be followed for preparing effective PowerPoint slides which bring fruitful results if it is delivered properly. Pratt (2003) stated seven rules for obtaining an effective PowerPoint presentation.

(1) PowerPoint shouldn't be used as a mere channel of information delivery, but rather a medium for mutual open communication with learners.

(2) There should be a balance between slideshow and audience engagement and discussion.

(3) Bulleted phrases or words on each slide should abide the third rule which states that each bulleted slide should comprise a maximum of seven lines with not more than seven bullets and not more than seven words per bullet. This is because comprehension of messages increases significantly with decreased information load (p.23).

(4) Non-bulleted slides shouldn't exceed three lines with a maximum of seven words per line unless they show long, direct quotes and complex formulas, and in case they involve images, charts and/or data, these should be simple and precise.

(5) It is advisable to use a large lettering on a flip chart besides the slideshow if the audience is less than 20.

(6) Display bulleted items in each slide consecutively instead of displaying the whole slide atonce with a click.

(7) The presenter should try his/her best to be different in a way or another from the standard. Accordingly, a presenter should interact with the audience at the cognitive and emotional levels rather than merely dictate content in words, graphics, or images.

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"Education is not preparation for life ; education is life itself."

John Deway

PSYCHOLOGICAL IMPACTS ON LEARNING OF STUDENTS AFTER THE PANDEMIC COVID 19

C. Mohan

Abstract

Survival is the biggest challenge in this sphere. No one can escape here. It will continue till your last breathe. One has to fight for one's better life physically and psychologically. This globe has met so many disasters. After each disaster, it sprouts out new hope for a fresh beginning. Covid 19 is one among in such row. It causes unusual depression, distress, extreme anger, excessive anxiety, health crises and underestimation.The above said are met by all class of people in all walks of life. The school students suffered a lot than the college students as they are immature psychologically and physically. The psychological causes are the first and foremost cost for the impending danger. If it is emended, everything will be healthy and easy.The Covid 19 pandemic caused serious impact from kinder-garden to secondary level students. The government, Educational institutions, teachers and parents take great effort to restore the past state of nature among them. The main objective of this research is to ease the psychological pressure of school students and motivate them in learning activities. Because the pandemic lock downs have resulted language processing disorder, nonverballearning disability and visual motor deficit. In Addition, they have brought relationship issue, low confidence and self-estimation.

Keywords : *Psychology, Learning, School students,*

Relationship Issue

The unmatured school students failed in understanding their relationship with others as the pandemic made the doors shut. It results that visiting one another was stopped. It was very hard for the young mind to understand. Usually they visit their neighbors', relatives' and friends' house. It was restricted and they were suppressed inside the closed doors. This made the young mind to feel insecurity, loneliness, and abandonment which led to distrust, heartbroken, and untold fear. They paved the way for psychologically impact in learning process at last.

Low confidence and Self Esteem

When the doors of dear and near one's were shut, the young heart misunderstood that he is avoided. It leads the young one to lose self-confidence. The days went by, the child started to under estimate. It resulted the learning problems like dyslexia, dysgraphia, dyscalculia and auditory processing disorder. The parents are responsible as they forgot to engage their children with reading and writing.

Language Processing Disorder(LPD)

LPD refers to a difficulty in using language to express oneself. It may also result in difficulty in understanding spoken language in spoken and written form. Students with this disorder have difficulty in reading, spelling, writing and even speaking. The family and the live-mates are the first teachers for a toddler, because, from whom he/she starts to learn the language. The adults are useless here. The toddler's peer group can only succeed it. The lock downs gave little oppertunity for him/her. It resulted language processing disorder.

Non-Verbal Learning Processing Disorder (NVLPD)

It is another psychological impact met by students on learning after the pandemic periods. It is a learning disability that causes difficulty with motor, visual-spatial and social skills. Students with NVLPD are often well spoken and can write well, but struggle with subtle social cues and comprehension of abstract concepts. It results undesirable facial expression or tone of voice and broken friendship. In addition, the students who are affected by this disorder,

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struggle a lot with reading comprehension or mathematical problem solving.

Visual perceptual deficit

The students spend more time with smart screen in the name of online classes. An upper primary student has five subjects and higher secondary student has six subjects to learn. Each subject is taught for 45 minutes to 1 hour. Approximately, 5 subjects take five hours daily. Sometime the teacher may increase his/her teaching time to complete a particular concept. All these affect the young eyes rapidly and badly. It causes eye-irritation first and brings eye-oriented diseases next. At first he doesn't know about this. But, when he sits in the class and sees the board , he feels visual impairment. It makes them feel that their health is not good. It may slow down his/her learning process first and psychological impacts like stress, despair in vision and irritation next.

Auditory processing disorder

Some students used ear-phones for having clear audio. It helped in learning one way. But, in the other way, it caused physical and psychological issues. Because students used earphones nearly 5 hours to 6 hours during online classes.This way of act, brought auditory processing disorder. Having the source of the sound in one's ear canal can increase a sounds volume by 6 to 9 decibels, enough to cause some serious problems. This kind of physical disorder severely causes psychological impact. Because when the students use earphones, they enters into an undisturbed zone by restricting environ mental noises. But, in a class room situation, one will be disturbed by so many noise pollution included nearby class room teaching, traffic, animals call and even fellow-mate call. It makes the students irritated. It leads to discomfort, despair in listening, unbridled anger and desperation. All these cause severe psychological impact in students on learning after the pandemic Covid 19.

Dyslexia

Even a good learning student forgot the alphabet. They can't say them in correct order. Some students forgot to differentiate small letters and capital letters. They can't pronounce mono syllabic words too. Because they were not engaged with reading and writing during the pandemic periods. Some parents misunderstood that education is the duty of teachers. Since he forgot the letters, he can't read. He feels hardship in learning then. It leads to dropout.

Dysgraphia

There are some students suffering from dysgraphia. They can't understand the different letters and writing form. As they spent less time in writing during pandemic periods, their writing speed became very slow. They can't take notes. When the teacher gives writing work, they feel irritation and pain in holding pen for more than 10 minutes. In addition, they fail to concentrate on writing which results spelling mistakes. So they can't read what they have written. It breaks up creative thinking in writing psychologically. Usually students entroll their names in essay writing competition more than oratory. At present the enrollment number is decreased. This scenario reflects that students feel laziness and hardship in creative writing.

Dyscalculia

It means that severe difficulty in making arithmetical calculations. Some students forgot even addition, subtraction, multiplication and dividing. They feel hardship in reciting a simple multiplication table correctly. They forgot the basic Mathematical formulas too.The lower primary students forgot the numbers. They can't differentiate big and small value numbers. They can't read numbers which values more than 1000. It results that there is stagnation in learning mathematics. So the teacher begins from basic numbers. It degenerates the confidence of students psychologically.

Uncontrolled fear

On hearing the death ratio, some students feel uncontrolled fear. Some students lost their dear ones too. It taught them that the life is a misery. It makes them feel uncontrolled fear, lose of hope, learning disability and enthusiastic failure. Every educational institution face it as a big challenge. Hence, the School Education Department introduced a Refresher Course Module for each subjects . It gives Stress Management Training(SMT) to the teachers. The teachers ease the stress of the students in school level. But, in the same time, the government restricted games hours for some reason. It makes the pressure among students sometimes.

Life Style Changes

The school students' life style is totally changed. They feel hard to sit inside the class room for a long. They feel frustration and

boredom in class room learning activities, as they spent their time freely during pandemic periods. They took their food untiringly. They wandered daytime. Relationship with elders and bad-habited person has made great change in their life style. Some students begin to smoke and intake alchocal. The usage of smartphone helps them pass the time. It brought changes in life style too. As they see many cinematic videos, they begin to live in filmy-life. They fail to live in practical life.Some students went for daily wage. It made them buy what they want. Some students failed to return school after the lockdowns. Their parents encouraged them in the aspect too.

Smartphone Culture

We are living with smartphone culture, now. We are addicted to it. A survey says that students use smartphones more, compare to others. Having a costly gadget is desirable as it reflects one's prestige. So they compel their parents to buy a costly smartphone. It adds additional burden to the parents. They threaten their parents by attempting suicide.

When the parents restrict them in using smartphones, they show excessive fear which leads to verbal argument and sometime physical clash. They come school with a same mentality. So they fail in learning. Some students seemed dull and drowsy inside the class, as they used cellphones till to late night. The sleepless night make the students feel head ache and drowsy. It results inactive in learning process.There are some student in below poverty. Their parents can't buy a smartphone. They feel heartbroken on seeing their peer group members use it. It may stimulate them to steal.

Psychiatric condition

Pandemic lockdowns brought many psychological diseases among school students. They felt uncontrolled fear. It is entry point of many psychological issues. It affects their day today life. It increases the stress level which results excessive fear, restlessness and anorexia. It affects learning process directly. If they are affected psychologically, they keep them away from their peer group. If the same condition continues, they feel the society as irritation. It may lead them to dishonest, notorious, unfaithful and finally to criminal.

This psychiatric condition seemed some time inside the class. Some students isolate themselves from others. They argue, fight and complain.

Feeling of uncomfortable and restlessness

As the students enjoyed nearly 2 years of break, they forgot how to behave inside the class. Their behavioral response is different. Their response to the teachers is changed. They shout, wander and change their sitting place. The late comers number is increased. They fail to complete homework and projects. They are inactive while classroom activities.

Chronical age and Mental age

There is a big gap between chronically age and mental age. 15-18 years old student behaves like 11-13. Some time, 11-13 years old student behaves like 15-18. It reflects with whom they mostly move during pandemic periods. Hence, the mental age is differed inside the classroom. It is an another big challenge. The teacher has to satisfy the both.

Conclusion

The pandemic brought so many impacts in students learning process. The educational institutions are taking great effort to improve learning outcomes in the following ways. 1. Activity Based Learning 2.Multimedia lab 3. Group activities 4. Essay writing 5. Oratory 6. House visit 7. PTA meeting 8. counselling 9. Special seminors for attitude and creativity development 10. Health guidance. Hope, the students will come out with flying colours.

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