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Editors' Desk

Dear Readers,

Greetings from Editorial Board

Search for the truth is the noblest occupation of human. As we sail into the one more edition of VOC Journal of Educational Research: EduReach. We are very much delighted to release this issue with the blessings of our founder correspondent Kulapathy. Shri.A.P.C. Veerbahu. We express our heartfelt thanks to all the faculty members, research scholars and academicians who are committed to the core of education. Also we are very proud of them who have made this issue possible.

Merely providing a stand will not make wisdom in the mind of walkers, where it leads is a matter of fact, concern and Journey. To reach every corner of the research, our journal provides the researchers a raised area to breeze and hold their research work and spread the research information widely.

This issue showcases an electric collection of Problems, Stress Management, Social Responsibilities, Play based learning, Social Maturity and Bodily Kinesthetic intelligence.

The 21st Century computer age is bound to make students behave like a machine demanding excessive concentration and speedy reaction. This would naturally pose a greater threat to the students' ego and adjustive mechanism. It is a well-known fact that healthy adjustment is necessary for normal growth of an individual in the life. Education trains person for healthy adjustment in various life situations of the present and future.

In today's date stress has been an integral part of life and the body's reaction to a challenge because it is not limited to adults only, but stress is increasingly affecting children of all age group. Undoubtedly, stress has become the number one impediment to academic performance. Only a teacher with a keen sense of value, good stress management and good civic sense can influence the life and the character of the students and equip them with ideas and values which will fit them to enter the stream of national life.

Social Responsibility is a buzzword worldwide. In today's globalized world, one of the great challenges faced by college students is the integration of social responsibility of materialistic world.

Children learn best when they play. The curriculum and Assessment Standard Document (2017) encourages play activities to be implemented in daily schedule of teaching. Play-based learning provides the opportunities for children to develop a sense of the world around them through the inquiry, exploration, interaction as well as problem solving.

The future of our country is being shaped in its classroom, in which teachers play a vital role. The teachers are the creator of the future citizens of the nation play significant role in determining the future of nation. Social maturity of teachers enables the students to function as healthy adults.

All people have strengths and weaknesses when it comes to learning one type of strength is kinesthetic, which utilizes the movement of the body. People who excel in this intelligence typically learn best by doing something physically as opposed to just reading and answering questions. Kinesthetic learners have a passion for discovering new things.

Dear readers enjoy reading and enhance your professional efficiency.

With Regards,

Editorial Board

ADJUSTMENT PROBLEMS OF ARTS AND SCIENCE COLLEGE DALIT STUDENTS

**Dr. C. Natarajan*

*** Dr. T. Kanakaraj*

Abstract

The present study aims at adjustment problems of dalit students in arts and science colleges affiliated to Manonmaniam Sundaranar University. The sample consists of seven hundred arts and science college students from Thoothukudi and Tirunelveli districts of Tamil Nadu. Adjustment Problems Inventory (API) (2011) was used by the investigator for collecting data. Normative survey method was adopted for the present study. The data were analysed by using percentage analysis, mean, median, standard deviation and 't' - test. The study revealed that there was a significant difference between adjustment of Dalit students in arts and science colleges affiliated to Manonmaniam Sundaranar University in terms of religion and locality of institution.

Keywords : *Adjustment problems, Emotional Adjustment, Educational Adjustments.*

Introduction

The dictionary meaning of the word 'adjustment' is, to fit, make suitable, adapt, arrange, modify, harmonize or make correspondence. Thus, when an adjustment is made between two things, they adaptable or modify one or both of them to correspond to each other. In some situations, one of the factors may not be changeable and so the one, has to be modified in some way to suit the other. The extension of a ladder by a suitable length to reach an upper storey window is a good example of such an adjustment. Wearing of clothes according to the requirements of the seasons is another such example. Ordinarily, it is beyond our capacity to change the seasons according to our clothes. Modern technology has, of course, made it possible to adjust the temperature inside dwelling houses and workplaces to harmonize with our needs.

Educational Adjustments

Good adjustment is related to the student's choice of career. Students with a definite goal or purpose do better in their classes and have better adjustment. Academic success depends upon mental adequacy of the students with their previous experiences, diligence and

facilities provided in the school and at home. The relationship between students and teacher influences the adjustment of the students. Students understand their difficulty and should pay individual attention to them. The sympathetic attitude reduces much of the problem of adjustment. The first problem student's face is that of locating a homogeneous group whose members may possess similar interests and views.

Family Adjustment

One should feel the comfort and satisfaction in one's home with the spirit of "Sweet Home." She/he must have proper cordial relationships and behaviour adjustment with the members of her/his family. One who is fed up with her/his family environment and likes to spend most of the time outside the home so as to avoid the company of the family members is surely a person who is seriously lacking in terms of her/his home and family adjustment. Contrary to this, when the home and family environment are quite cooperative and congenial, the members of the family get proper opportunity for the satisfaction of their mutual personal needs and social obligations. In such encouraging, mutually sharing, loving and peaceful environment each member works for the progress and welfare of others

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besides the development of her/his own. Such family environment provides a reasonable insurance for the total adjustment and well-being of all the members of the family. The home and educational institutions provide a protected environment to the students. For most of the students it becomes painful when realities like unemployment, caste and class differences make their appearance before them. The life of the students is scattered and this situation creates adjustment problems.

Personal Adjustment

Students face the practical problem of adjusting to her/his peer members. Personal adjustment cannot be isolated from the rest of the persons or from the world in which the person lives. Students' adjustments may be closely related to their health, intelligence and her/his performance in college. And it is also related to the community in which she/he lives and the position of her/his family in the community and to his/her general home life and perhaps to his/her genetic background.

Emotional Adjustment

At adolescent stage emotional disturbances are the major problems of adjustment. The emotional instability leads to inferiority complex and withdrawal tendency. An emotion is an effective experience that results from generalized inner adjustment (Crow and Crow, 1963).

Social Adjustment

This sphere of adjustment is concerned with his/her social surroundings. Such adjustment is as much essential as one's adjustment with him/her. In all circumstances, one should feel reasonably satisfied with what she/he gets in terms of her/his social environment. By doing so, she/he may get along well with others and keep herself/himself in the category of socially adjusted person, but it does not happen he/she may become a socially maladjusted person. In such circumstances, she/he may either cut herself/himself off from the society or may turn into an anti social and criminal personality. In this sense, one's adjustment with her/his social set up, started from his/her parents, home and family and extended to the neighborhood, state, country

and encircling whole world, is essential for the welfare of his/her own and the society (Mangal, 2010).

Health Adjustment

A child of a particular age is normally expected to have a certain increase in weight and height, acquire definite somatic structure and physical characteristics and have growth and developments with regard to its internal organs, body systems and their functioning. In case this growth and development take place in a normal way and the individual remain satisfied, he/she remains adjusted. Otherwise, it may lead to frustration and other complexes paving the way for his/her maladjustment. Similarly, one should keep better physical health free from stressful ailments and diseases so as to enjoy better personal adjustment. In this way, if an individual's physical growth and development as well as his/her physical strength, abilities and capacities are in conformity with what is expected at his/her age and he/she does not feel any difficulty in his/her physical functioning and general progress due to any kind of defect or inability of his/her physical organs, he/she may get along well with his/her adjustment to his/her self.

Significance of the study

It is not uncommon these days to witness unrest among the student community at the level of higher education everywhere. Many reasons could be furnished for this state of affairs. A student enters into the college at post adolescence stage and leaves the institution as a mature adult. It is the period for moulding and harmonizing one's personality. During this period, the student meets with the problems of adjustment on his/her health and physical conditions, economic facilities, views on sex and marriage, college environment, caste, classes, students and teachers and above all, on his/her future career. In fact, it is a period of stress and strain. These above cited factors lead to maladjustment which generally results from a number of causes. Identifying these causes for maladjustment at this stage and extending counseling and guidance will facilitate shaping up of integrated personality.

So in this study the investigator tries to find out the adjustment problems of college

students studying in arts and science colleges affiliated to Manonmaniam Sundaranar University in terms of the background variables such religion, branch of study, locality of the institution, status of the institution, extra-curricular activities, first graduate in the family and birth order. So in order to find the Adjustment problems of the dalit students studying in MSU affiliated colleges, the investigator worked out a design to find out the Adjustment of these people in general and that of the college students in particular.

Objectives

1. To find the level of adjustment problems of dalit students in arts and science colleges affiliated to MSU with respect to background variables such as religion, branch of study, locality of the institution and status of institution.
2. To find the significant difference, if any, between the adjustment problems of dalit students in arts and science colleges affiliated to Manonmaniam Sundaranar University with respect to religion.
3. To find the significant difference, if any, between the adjustment problems of dalit students in arts and science colleges affiliated to Manonmaniam Sundaranar University with respect to branch of study.
4. To find the significant difference, if any, between the adjustment problems of dalit students in arts and science colleges affiliated to Manonmaniam Sundaranar University with respect to locality of the institution.
5. To find the significant difference, if any, between the adjustment problems of dalit students in arts and science colleges affiliated to Manonmaniam Sundaranar University with respect to status of institution.

Method used for the study

The investigator has adopted the normative survey method to study the adjustment problems of dalit students. The population for the study comprised of dalit students studying in arts and science colleges affiliated to Manonmaniam Sundaranar University. The investigator has selected 700 students from the arts and science

colleges affiliated to Manonmaniam Sundaranar University. The investigator has adopted simple random sampling technique for the selection of sample. Adjustment Problems Inventory, (API) was prepared and validated by the investigator. Percentage analysis, Mean, Standard Deviation and 't' test have been employed for present study to analyze the data.

DATA ANALYSIS

Hypothesis 1 : The level of adjustment problems of dalit students in arts and science colleges affiliated to Manonmaniam Sundaranar University in terms of background variables such as religion, branch of study, locality of the institution and status of institution is moderate.

Table 1 : Showing the level of adjustment problems of Dalit students in arts and science colleges affiliated to MSU in terms of background variables

Variables	Category	No	Low		Average		High	
			N	%	N	%	N	%
Religion	Hindu	597	118	19.77	386	64.66	93	15.58
	Non-Hindu	103	9	8.74	59	57.28	35	33.98
Branch of Study	Arts	434	73	16.82	280	64.52	81	18.66
	Science	266	54	20.30	165	62.03	47	17.67
Locality of the Institution	Rural	201	51	25.37	120	59.70	30	14.93
	Urban	499	26	15.23	325	65.13	98	19.64
Status of the Institution	Autonomous	151	33	21.85	84	55.63	34	22.52
	Non Autonomous	549	94	17.12	361	65.76	94	17.12

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It is inferred from the above table that 15.58%, 33.98%, 18.66%, 17.67%, 14.93%, 19.64%, 22.52 % and 17.12% of dalit students in arts and science colleges affiliated to Manonmaniam Sundaranar University have high level of Adjustment problems in terms of background variables such as religion, branch of study, locality of the institution and status of institution respectively.

Hypothesis 2 : There is no significant difference between Hindu and Non-Hindu of arts and Science College of dalit students in their Adjustment problems.

Table 2 : Showing the mean difference in adjustment problems of Dalit students in arts and science colleges with respect of religion.

Back ground Variable	Cate gory	No	Mean	SD	CR Value	Table Value	Remarks at 5% level
Religion	Hindu	597	71.963	29.343	2.318	1.96	S
	NonHindu	103	79.272	29.585			

It is inferred from the above table that ‘t’ value is significant at 0.05 level. Hence the null hypothesis is rejected. It indicates that there is significant difference between Hindu and Non-Hindu of arts and science college dalit students in their Adjustment problems.

Hypothesis 3 : There is no significant difference between arts and science college dalit students in the adjustment problems in terms of branch of study.

Table 3 : Showing the mean difference in adjustment problems of dalit students in arts and Science Colleges with respect to branch of study.

Background Variable	Cate gory	No	Mean	SD	CR Value	Table Value	Remarks at 5% level
Religion	Arts	434	202.055	53.230	1.469	1.96	NS
	Science	266	195.835	55.104			

It is inferred from the above table that ‘t’ value is not significant at 0.05 level. Hence the null hypothesis is accepted. It indicates that there is no significant difference between arts and sciences dalit students in their adjustment problems.

Hypothesis 4 : There is no significant difference between rural and urban arts and science college dalit students in their adjustment problems.

Table 4 : Showing the mean difference in adjustment problems of dalit students in arts and Science Colleges with respect to locality of the institution.

Back ground Variable	Cate gory	No	Mean	SD	CR Value	Table Value	Remarks at 5% level
Religion	Rural	201	190.841	56.518	2.682	1.96	S
	Urban	499	203.257	52.581			

It is inferred from the above table that ‘t’ value is significant at 0.05 level. Hence the null hypothesis is rejected. It indicates that there is significant difference between rural and urban arts and science college dalit students in their adjustment problems.

Hypothesis 5 : There is no significant difference between autonomous and non autonomous arts and science college dalit students in their adjustment problems.

Table 5 : Showing the mean difference in adjustment problems of dalit students in arts and Science colleges with respect to status of institution.

Back ground Variable	Category	No	Mean	SD	CR Value	Table Value	Remarks at 5% level
Religion	Autonomous	151	198.232	58.564	0.353	1.96	NS
	Non Autonomous	549	200.093	52.713			

It is inferred from the above table that ‘t’ value is not significant at 0.05 level. Hence the null hypothesis is accepted. It indicates that there is no significant difference between arts and sciences dalit students in their adjustment problems with respect to status of the Institution.

Findings of the study

1. The level of Adjustment problems of dalit students in arts and science colleges affiliated to Manonmaniam Sundaranar University in terms of background variables such as religion, branch of study, locality of the institution, status of institution is moderate.
2. There is significant difference between Hindu and Non-Hindu arts and Science College dalit students in their Adjustment problems. Here, Non-Hindu Arts and Science college Dalit students have more adjustments than Hindu Arts and Science Dalit students.

3. There is no significant difference between arts and sciences dalit students in their adjustment problems.
4. There is significant difference between rural and urban arts and science college dalit students in their adjustment problems. Here urban Arts and Science Dalit students have more adjustments than rural arts and science college dalit students.
5. There is no significant difference between autonomous and non autonomous arts and science college dalit students in their adjustment problems.
6. Dalit students should not develop inferiority complex among themselves.
7. Teacher should treat them equally and love them better.
8. Life skills / soft skills training programmes should be given depending upon their potentials and capabilities after class hours.
9. Proper guidance and counselling for higher education and placement opportunities through placement cell/career counselling cell should be ensured.
10. Remedial teaching may be organized for weaker students among Dalit students.

Suggestions and Recommendations

There are many things to do to overcome adjustment problems of Dalit students. The following measures are suggested by the investigator for an improved adjustment among Dalit students.

1. Teachers should provide a class room climate that permits the students to feel free to express themselves and to put forth their best efforts as individuals and as members of group.
2. The degree of one's adjustment is directly proportional to one's feelings of satisfaction with regard to one's varying needs. Therefore, the atmosphere both in institutions and in home should be conducive, so that the students do not suffer from physical, mental, emotional and social starvation.
3. Teachers should find out rejected students and help in their adjustment with classmates and others by providing a healthy environment and also to develop proper patience and power of tolerance to face failure and frustration in life.
4. Teacher and parents should accept that every pupil is different (individual difference), and because he/she is different, he/she will achieve in keeping with his/her needs.
5. Teacher should encourage and motivate the Dalit students to mingle with other students without any hesitation and create such conducive environment.
11. Personality development and enrichment programmes and leadership training may be given at free of cost.
12. Good mental health practices such as yoga, meditation, spiritual and leadership programmes and other physical activities may be given priority for stress and tension free life.
13. Soft skills training programmes and other special skills to draw out the talents may be given periodically.

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STUDY ON STRESS MANAGEMENT AMONG PROSPECTIVE TEACHERS

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Abstract

A stress on prospective teacher's distress has the potential to impact on the individuals who are to become teachers. The study in this context aims at investigating the stress management of prospective teachers at Thoothukudi. The sample consisted of 300 prospective teachers from B.Ed colleges in Thoothukudi. Survey method was adopted for the present study. Stress management tool by the investigators prepared was used to collect the data from 300 prospective teachers. The data were analysed using 't' test. The major findings from the study were: i) the stress management among the prospective teachers was low ii) there was no significant difference between male and female prospective teachers in their stress management. iii) there was significant difference between married and unmarried prospective teachers in their stress management. iv) there was no significant difference between Arts and science prospective teachers in their stress management.

Keywords : *Stress Management, Prospective teachers, Education.*

Introduction

Stress produces numerous physical and mental symptoms which vary according to each individual's situational factors. Stress management is a wide spectrum of techniques and psychotherapies aimed at controlling a person's level of stress, especially chronic stress, usually for the purpose of and for the motive of improving everyday functioning. Life often delivers numerous demands that can be difficult to handle, but stress management provides a number of ways to manage anxiety and maintain overall well-being. Stress is a fact of life. It takes place within one's life and changes life style, for example, going to school or a college, or getting married. Changing or health problems are kinds of situations that involve stress. Stress is unavoidable and in even situations and circumstances, it takes place within the life of an individual. The process of stress management is one of the keys to a happy and successful life in modern society.

Despite stress often being thought of as a subjective experience, levels of stress are

readily measurable, using various psychological tests, similar to those used in polygraphs. There are several models of stress management, each with distinctive explanations of mechanisms for controlling stress.

Significance of the study

Today, stress has become a common problem for prospective teachers. Teacher's stress may have an impact on teachers as individuals, teaching practice schools and students. The prospective teachers have to perform multiple roles in their profession and they are greatly affected by various kinds of stresses. There by, prospective teachers derive varied amount of dissatisfaction in their practice teaching. Only a teacher with a keen sense of value, good stress management and good civic sense can influence the life and the character of the students and equip them with ideas and values which will fit them to enter the stream of national life, life as worthy citizens.

Objectives

1. To find out the level of stress management of Prospective teachers.

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2. To find out if there is any significant difference between (i) male and female (ii) married and unmarried and (ii) Arts and Science prospective teachers in their stress management.

Hypotheses

1. The level of stress management among the prospective teachers is moderate.
2. There is no significant difference between male and female prospective teachers in their stress management.
3. There is no significant difference between married and unmarried prospective teachers in their stress management.
4. There is no significant difference between Arts and Science prospective teachers in their stress management.

Methodology

The researcher adopted the survey method to find out the stress management of prospective teachers. The population for the present study consisted of prospective teachers studying in colleges of education. For this study, 300 prospective teachers were selected from various colleges of Education from Thoothukudi area. The prospective teachers were taken for this investigation by simple random sampling technique. The investigators used ‘The Stress Management Tool’ (2022) prepared and validated by Velkani and AmuthaRanjini. The Percentage analysis and ‘t’ test were used for the study.

Data Analysis

Table 1 : Showing the level of Stress management among prospective teachers.

Variable	Number	Low		Average		High	
		N	%	N	%	N	%
Stress Management	300	148	49.3%	100	33.3%	52	17.3%

It is inferred from the table that 49.3% have low level, 33.3% have medium level and 17.3% have high level of stress management. It is inferred that the level of stress management of prospective teachers is low.

Hypothesis2 : There is no significant difference between male and female prospective teachers in their Stress Management.

Table 2: Showing the stress management of prospective teachers with respect to Gender.

Variable	Category	No	Mean	SD	Table Value	Remarks at 5% level
Gender	Male	30	137.13	8.889	1.394	NS
	Female	270	134.74	9.322		

(Table value at 5% level of significance is 1.96)

It is inferred from above table that there was no significant difference between male and female prospective teachers in their stress management. Hence null hypothesis is accepted.

Null Hypothesis 3 : There is no significant difference between married and unmarried prospective teachers in their stress management

Table 3: Showing the stress management of prospective teachers with respect to Marital Status.

Variable	Category	No	Mean	SD	Table Value	Remarks at 5% level
Gender	Married	112	136.87	8.357	2.850	S
	Unmarried	188	133.85	9.655		

(Table value at 5% level of significance is 1.96)

It is inferred from above table that there was significant difference between married and unmarried prospective teachers in their stress management. Hence null hypothesis is rejected. From the mean scores it is inferred that married prospective teachers have high stress management than unmarried prospective teachers.

Null Hypothesis 4 : There is no significant difference between Arts and Science prospective teachers in their stress management

Table 4 : Showing the stress management of prospective teachers with respect to Discipline.

Variable	Category	No	Mean	SD	Table Value	Remarks at 5% level
Discipline	Arts	114	134.58	9.034	0.586	NS
	Science	186	135.22	9.465		

(Table value at 5% level of significance is 1.96)

It is inferred from table that there was no significant difference between Arts and Science prospective teachers in their stress management. Hence null hypothesis is accepted.

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EXPLORING THE SOCIAL RESPONSIBILITIES OF COLLEGE STUDENTS IN THOOTHUKUDI DISTRICT

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***Dr. Antony Arockia Anufia Mel*

Abstract

Responsibilities can be defined as assuming accountability for a task, decision or action. The term 'social responsibility' refers to an individuals' own personal responsibility to do what is right for the community. College students, in this juncture, have to be prepared for a materialistic world in which they are expected to face so many challenges and for which they need to know their responsibilities that are different from the past, because they are considered as the pillars of future. Now is, therefore, high time to think and share that opinion of like-minded people in this regard. Before developing the Social responsibilities, it is necessary to know the social responsibilities of the college students is the first step. Besides, only a few studies are undertaken to find out the Social responsibilities as far as the studies reviewed by the investigator are concerned. The present study, therefore, is undertaken. Social responsibilities Scale was developed by Muthu Raveena and Antony Arockia Anufia Mel to find out the social responsibilities of college students. The investigator adopted survey method and simple random sampling technique to select the sample. 300 college students were chosen. Percentage analysis and 't' were used to analyse the data from the study. It was found out that there was no significant difference between male and female college Students in their Social responsibilities. There was no significant difference between rural and urban college students in their social responsibilities. There was no significant difference between participation in social activities and not participation in social activities of college students in their social responsibilities.

Keywords : *Responsibilities, Social responsibilities, College students.*

Introduction

The general term 'responsibility' is defined as the obligation corporations, organizations and individuals have to the society. Responsibilities can be defined as assuming accountability for a task, decision or action. Social responsibility is the obligation that citizens have towards their community to help to ensure a safe, moral environment. Social responsibility includes the importance of community service and other beneficial duties. It is an ethical ideology and an entity, be it an organization or individual, has an obligation to act to benefit society at large. Social responsibility is a duty of every individual or organization has to perform so as to maintain a balance between the economy and the ecosystem.

The term 'social responsibility' refers to an individuals' own personal responsibility to do what is right for the community. In other words, the term 'social responsibility' is bandied about in all sorts of situations. It is applied to personal behaviour and to the behaviour of the organization, from where one buys goods and to where one buys raw materials.

College students, in this juncture, have to be prepared for a materialistic world in which they are expected to face so many challenges and for which they need to know their responsibilities that are different from the past, because they are considered as the pillars of future. Now is, therefore, a high time to think and share that opinion of like-minded people in this regard.

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Need for the Study

Social responsibilities are the obligation that citizens have towards their community to help to ensure a safe and moral environment. Social responsibilities include the importance of community service and other beneficial studies. They can create the good citizens in this country. An individual has to develop the social responsibilities. The colleges are unable to follow the programs suggested by commissions and committees due to various reasons. Experiences have taught the investigator that the students should possess the values of Social responsibilities, so that they can instil the same to their society. The students during their education, therefore, should be sensitized in this regard. It is because of the fact that the students are the people on whom the responsibilities of inculcating social responsibilities in the society will be shouldered. Before developing the social responsibilities, it is necessary to know the social responsibilities of the college students is the first step. Besides, only a few studies are undertaken to find out the social responsibilities as far as the studies reviewed by the investigator are concerned. The present study, therefore, is undertaken.

Objectives

1. To find out the level of social responsibilities among college students.
2. To find out the significant difference, if any, between male and female college students in their social responsibilities.
3. To find out the significant difference, if any, between rural and urban college students in their social responsibilities.
4. To find out the significant difference, if any, between participation in social activities and not participation in social activities in their social responsibilities.

Hypotheses

1. The level of social responsibilities among college students is moderate.
2. There is no significant difference between male and female college students in their social responsibilities.

3. There is no significant difference between rural and urban college students in their social responsibilities.
4. There is no significant difference between participation in social activities and non participation in social activities of college students in their social responsibilities.

Methodology

The researcher adopted the survey method to study social responsibilities of college students.

Population and Sample

The population for the present study consisted of students studying in arts and science colleges in Thoothukudi district. Sample of 300 college student were taken for this investigation by simple random sampling technique.

Tool used

The investigator has used self made tool Social Responsibilities Scale (SRS) (2021) prepared and validated by Muthu Raveena and Antony Arockia Anufia Mel.

Statistical Techniques Applied

The percentage analysis and 't' test was used for the study.

Analysis of the study

Null Hypothesis 1: The level of social responsibilities among college students is moderate.

Table 1 : Level of social responsibilities among college students

Variables	No	Low		Medium		High	
		N	%	N	%	N	%
Total Sample	300	136	45.3%	105	35.0%	59	19.7%

With respect to total sample, it is inferred that 45.3% of college students have low level of social responsibilities 35.0% college students have medium level of social responsibilities and 19.7% college students have high level of social responsibilities.

Null Hypothesis 2: There is no significant difference between male and female students in their social responsibilities.

Table 2 : Level of social responsibilities between male and female college students.

Category	No	Mean	SD	t value		Remark
				Calculated	Tabulated 5% level of Significance	
Male	50	150.50	10.043	0.261	1.96	NS
Female	250	150.90	9.147			

It is inferred from the above table that there is no significant difference between male and female college students in their social responsibilities. Hence the null hypothesis is accepted.

Null Hypothesis 3 : There is no significant difference between rural and urban college students in their social responsibilities.

Table 3 : Level of social responsibilities between rural and urban college students.

Category	No	Mean	SD	t value		Remark
				Calculated	Tabulated 5% level of Significance	
Rural	112	150.92	9.024	0.126	1.96	NS
Urban	188	150.78	9.463			

It is inferred from the above table that there is no significant difference between rural and urban college student in their social responsibilities. Hence the null hypothesis is accepted.

Null Hypothesis 4 : There is no significant difference between participation in social activities of college students in their social responsibilities.

Table 4 : Level of social responsibilities between college students in their participation in social activities.

Category	No	Mean	SD	t value		Remark
				Calculated	Tabulated 5% level of Significance	
Yes	207	150.61	8.567	0.561	1.96	NS
No	93	151.32	10.750			

It is inferred from the above table that there is no significant difference between college students' participation in social activities and non participation in social activities. Hence the null hypothesis is accepted.

Findings

1. The level of social responsibilities among college students is low.
2. There is no significant difference between male and female college students in their social responsibilities.

3. There is no significant difference between rural and urban college students in their social responsibilities.

4. There is no significant difference between participating in social activities and not participating in social activities of college students in their social responsibilities.

Recommendations

- i. It is found in this study that social responsibilities of the college students are low. It is therefore, recommended that social service programmes may be made mandatory at college level.
- ii. Social responsibilities and society related action research may be made as the mandatory requirement to inculcate responsibility among the course of college students
- iii. The subject, creating awareness on social responsibilities may be prescribed as the core paper.

Conclusion

Many social thinkers consider the origin of social responsibilities as a matter of divine grace or as a result of the social phenomenon. However, at its simpler end it is fact that in the college with well-designed activities, it is possible to give specific stimulations that not only brings about the origin, but also the development of social responsibilities. At a time when the society and its agencies are searching for individuals with social responsibilities, colleges should necessarily produce them by including supportive promoting activities and programmes. All possible values intelligently infused are the means par excellence for developing the spirit of social responsibilities among students.

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PROSPECTIVE TEACHERS' PERCEPTION ON CREATIVE DEVELOPMENT THROUGH PLAYBASED LEARNING

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Abstract

Play-based learning is more effective than direct-instruction approaches, which are the traditional academic-oriented teaching styles. The important role of play-based learning in fostering young children's creative development. The main objective of the study was to find out the prospective teachers' creative development through playbased learning. The Play-Based Learning Scale was developed by Melisakalaiselvi and Thanavathi (2021). For the present study, the investigator adopted a survey method and a simple random sampling technique was used to select the sample. 300 prospective teachers were chosen for this study. Percentage analysis and 't-test were used to analyse the data. 18% of prospective teachers have high level of cognitive development through play based learning. There was a significant difference between male and female prospective teachers in their creative development through play-based learning.

Keywords : *Play-based learning, Prospective teachers, Creative development, Experiencing play.*

Introduction

Studies have shown that play-based learning is more effective than direct-instruction approaches, which are the traditional academic-oriented teaching styles. Such as the ability to develop positive relationships with peers. As children play together, they learn to get along with one another, cooperate, communicate effectively, solve problems and resolve conflicts. Play is a joyful and satisfying experience, one considered so important for human development that the United Nations High Commission for Human Rights has declared play as a right of every child. A play-based approach involves both child-initiated and teacher-supported learning. The teacher encourages children's learning and inquiry through interactions that aim to stretch their thinking to higher levels. Creative activity can help teachers to learn more about what the child may be thinking or feeling. Creativity also fosters mental growth in children by providing opportunities for trying out new ideas, and new ways of thinking and problem-

solving. The article of this discussion is that play-based learning provides an excellent environment for fostering young children's creative development. The present investigation in this content is a descriptive one aiming to study play-based learning of prospective teachers' creative development through play-based learning.

Significance of the Study

In the play based learning, the major role of the teacher is to ensure that enough time is allocated, and playing materials are provided to all students. In school, adults are referred to as teachers. They have a very important role in student play activities. They need to be aware of the value of all activities in the student's aspect of development. Therefore, they need to plan and prepare for the play activities thoroughly. The major role of the teacher during play is to ensure that enough materials for play are provided for the entire group, to ensure that there is enough space for the student and that they have enough time scheduled for the play activity. The teacher encourages students' learning and inquiry

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through interactions that aim to stretch their thinking to higher levels. Students are naturally motivated to play. Play-based learning builds on this motivation, using it as a context for learning. In this framework, children can explore, experiment, discover and solve problems in imaginative and playful ways. Play-based learning is an important way to develop active learning. Active learning means using our brains in lots of ways. When children play, they explore the world and build on their understanding of the natural and social environment around them. Hence the investigator selected the research problem entitled “prospective teachers’ perception on creative development through playbased learning”

Objectives

1. To find out the level of prospective teachers’ perception on creative development through play-based learning.
2. To find out the significant difference between male and female prospective teachers’ perception on creative development through play-based learning.
3. To find out the significant difference between UG and PG prospective teachers’ perception on creative development through play-based learning.
4. To find out the significant difference between rural and urban prospective teachers’ perception on creative development through play-based learning.

Hypotheses of the study

1. The level of prospective teachers’ perception on creative development through play-based learning is moderate.
2. There is no significant difference between male and female prospective teachers’ perception on creative development through play-based learning.
3. There is no significant difference between UG and PG prospective teachers’ perception on creative development through play-based learning.
4. There is no significant difference between rural and urban prospective teachers’ perception on creative development through play-based learning.

Methodology

The researcher adopted the survey method to study prospective teachers’ creative development through play-based learning. The population for the present study consisted of all the prospective teachers studying in the colleges of education. 300 prospective teachers were taken for this investigation by simple random sampling technique. The investigator has used self-made tool namely Play Based Learning Scale (PBLs) (2021) prepared and validated by Meli sakalai selvi and Thanavathi. The percentage analysis and ‘t’ test were used for the study.

Analysis of Data

Null Hypothesis 1 : The level of prospective teachers’ perception on creative development through play based learning is moderate.

Table 1 : Level of prospective teachers’ perception on creative development through play based learning

Variables	No	Low		Moderate		High	
		N	%	N	%	N	%
Prospective Teachers	300	133	44.3%	113	37.7%	54	18%

With respect to sample, it is inferred that 44.3% of prospective teachers have low level of cognitive development through play based learning, 37.7% of prospective teachers have moderate level of creative development through play based learning and 18% of prospective teachers have high level of creative development through play based learning.

Null Hypothesis 2 : There is no significant difference between male and female prospective teachers’ perception on creative development through play based learning.

Table 2 : Male and female prospective teachers’ perception on creative development through play based learning.

Category	No	Mean	SD	Table Value	Remarks
Married	30	41.87	2.113	3.430	S
Unmarried	270	40.29	4.118		

It is inferred from the above table that there was a significant difference between male and female prospective teachers’ creative

development through play based learning. Hence the null hypothesis is rejected. While comparing the mean scores of male and female prospective teachers, male prospective teachers' mean score is higher than female prospective teachers.

Null Hypothesis 3 : There is no significant difference between UG and PG prospective teachers' perception on creative development through play based learning.

Table3 : UG and PG prospective teachers' perception on creative development through play based learning

Category	No	Mean	SD	t value		Remark
				Calculated	Tabulated 5% level of Significance	
PG	182	34.54	3.792	3.584	1.96	S
UG	118	36.06	3.452			

It is inferred from the above table that there is no significant difference between UG and PG prospective teachers' perception on creative development through play based learning. Hence the null hypothesis is rejected. While comparing the mean scores of UG prospective teachers' PG prospective teachers' mean scores is higher than PG prospective teachers.'

Null Hypothesis 4 : There is no significant difference between rural and urban prospective teachers' perception on creative development through play based learning.

Table 4 : Rural and urban prospective teachers' perception on creative development through play based learning

Category	No	Mean	SD	t value		Remark
				Calculated	Tabulated 5% level of Significance	
Rural	25	41.87	2.792	2.278	1.96	S
Urban	275	40.33	4.065			

It is inferred from the above table there is no significant difference between rural and urban prospective teachers' perception on creative development through play based learning. Hence the null hypothesis is rejected. While comparing the mean scores of rural and urban prospective teachers, rural prospective teachers mean score is higher than urban prospective teachers.

Findings and discussion

1. 44.3% of prospective teachers have low level of perception on creative development through play based learning.
2. Male prospective teachers' mean score is higher than female prospective teachers. This may be due to the fact that male prospective teachers are involved and knowledgeable in play, games and sports than female, this might help to develop their perception on creative development through play based learning.
3. PG prospective teachers' mean score is higher than UG prospective teachers. This may be due to the fact that they are matured.
4. Rural prospective teachers' mean score is higher than urban prospective teachers. This may be due to the fact that rural prospective teachers' have more opportunity and nature of interest in activity based learning

Recommendations

1. The teacher educators, teachers and administrators may use these findings of this research to implement the play-based learning approach to the classroom to make the loss of maximum efficiency to the students learning and creative development.
2. The teachers may motivate, stimulate and support children in their development of skills concepts, language acquisition, communication skills and concentration.
3. Creative and innovative teaching methods make a particular concept clear to the students, enable the student to develop interest to know exactly the concept, create long lasting memory / correlation of a concept.
4. When students are enabled to use imagination and critically think to create new and meaningful forms of ideas, they can take risks, be independent and flexible.

Conclusion

The results revealed that teachers believed that play-based learning for prospective teachers' creative development. The result also found that the main purpose of play is to encourage creative

development through play-based learning among prospective teachers. Play-based learning in schools provides all students with the opportunities to learn and experience positive outcomes from play based learning. It is important to note that there are many cases in which students are unable to experience play. Students in poverty often lack safe spaces for play, opportunities for in-school and out-of-school creative outlets, and less time with parents for play, as low income parents are often burdened by the social, financial, and emotional stresses of daily living. Moreover, in some cultures, parents put pressure on concreting academic learning outcomes, even if teachers recommend play-based learning. When parents do not support play-based learning, teachers may have difficulty in implementing it into their practice.

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“Eduationists should build the capacities of the spirit of inquiry, creativity.

Entrepreneurial and moral Leadership among students and become their Role Model”



- A.P.J. Abdul Kalam

A STUDY ON SOCIAL MATURITY AMONG PROSPECTIVE TEACHERS

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Abstract

Social maturity is the level of social skills and awareness that an individual has achieved relative to particular norms related to an age group. The Social Maturity Scale (SMS) was developed by Ramya and Thanavathi (2022) to find out the prospective teacher's social maturity. For the present study, the investigator adopted survey method and simple random sampling technique was used to select the sample. 50 prospective teachers were chosen for this study. Percentage analysis and 't-test were used to analyse the data. There was a significant difference between male and female prospective teachers in their social maturity.

Keywords : *Social Maturity, Prospective Teachers, Psychology.*

Introduction

Education has become a social requirement as well as a necessity for an individual to survive in good social relationships. It is a crucial component of human society's civilization. It creates a healthy environment and a sophisticated community around us. The modern goal of education is to achieve a balanced personality development. It is heavily influenced by the social environment, as an individual's life begins and ends in society. Individuals' social maturity levels are improved as a result of this altered behavior. Healthy and integrated environment lead to personality development that is harmonious. All of these factors are equally significant. Thus, social maturity is an individual's detailed perception of their social environment that influences them in social situations to meet societal expectations and standards. The main point of this discussion is that social maturity allows prospective teachers to work in a relaxed environment. The present investigation in this context is a descriptive one aiming to study social maturity of prospective teachers.

Need for the Study

The quality of a nation depends upon the quality of life of its citizen. The quality of the citizens depends upon the quality of education and ultimately upon the quality of the teachers.

The destiny of India is being shaped in its classroom, in which teachers play a very significant role as per the Kothari commission report on educational policy of nation. The teachers are the creator of the future citizens of the nation. The teachers should be a collection of noble qualities like challenging and dynamic in the society. He/She not meant only for transference of knowledge equally concerned with inspiring the students towards achieving the characterized goals in the right way. In this background the education play a significant role in developing intellectual ability and Social maturity. Society is significant medium where certain quality of life and certain types of activity are provided with the aim of securing child's development based on the social need.'

Since it is stem of growth characterizes of B.Ed student teachers should adapt to the society in which they also accepts to adjust and contribute the social maturity receives important at the present context. Human beings are born in the society and strive to improve in every way possible until they die. The main idea behind social maturity is achieving the desired levels of social behavior. It is a long process that will eventually ensure our survival. Hence, children should be permitted to have contacts with the socially matured persons. They are encouraged

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to identify with famous people around the world. They are exposed to social and cultural activities. The expectations of society and parents will be met, allowing children to live a long and healthy life. It aids in the identification of social issues among students and the development of solutions. Legislative measures can be taken to benefit students by supporting their educational needs in order to develop social competencies for integrated development to succeed. Hence the investigator selected the research problem entitled “A Study on Social Maturity among Prospective Teachers”.

Objectives

1. To find out the levels of social maturity among prospective teachers.
2. To find out the significant difference, If any, between (i) male and female (ii) UG and PG (iii) rural and urban (iv) nuclear and joint family and (v) involved and not involved in social activities of prospective teachers in their social maturity.

Methodology

The researcher adopted the survey method to study prospective teachers’ social maturity. The population for the present study consisted of all the prospective teachers studying in the colleges of education in Thoothukudi .50 prospective teachers were taken for this investigation by simple random sampling technique. The investigator has used self-made tool namely Social Maturity Scale (SMS) (2022) prepared and validated by Ramya and Thanavathi. The percentage analysis and ‘t’ test were used for the study.

Data Analysis

Table 1 : Level of prospective teachers social maturity.

Variable	No	Low		Moderate		High	
		No	%	No	%	No	%
Prospective Teachers	50	9	18%	36	72%	5	10%

With respect to sample, it is inferred that 18% of prospective teachers have low level of social maturity, 72% of prospective teachers have moderate level of social maturity and 10% of

prospective teachers have high level of social maturity.

Null Hypothesis 1 : There is no significant difference between male and female prospective teachers in their social maturity.

Table 2 : Male and Female prospective teachers in their social maturity.

Category	No	Mean	SD	t value		Remark
				Calculated	Tabulated 5% level of Significance	
Male	20	85.70	8.797	3.036	1.96	S
Female	30	93.90	10.138			

It is inferred from the above table there is significant difference between male and female prospective teachers in their social maturity. Hence the null hypothesis is rejected.

Null Hypothesis 3 : There is no significant difference between rural and urban prospective teachers in their social maturity.

Table 3 : Rural and urban prospective teachers in their social maturity.

Category	No	Mean	SD	t value		Remark
				Calculated	Tabulated 5% level of Significance	
Rural	22	90.77	12.429	0.088	1.96	NS
Urban	28	90.50	8.635			

It is inferred from the above table that there is no significant difference between rural and urban prospective teachers in their social maturity. Hence the null hypothesis is accepted.

Null Hypothesis 4 : There is no significant difference between nuclear and joint family prospective teachers in their social maturity.

Table 4 : Nuclear and joint family prospective teachers in their social maturity

Category	No	Mean	SD	‘t’ value		Remark
				Calculated	Tabulated 5% level of Significance	
Nuclear	47	90.79	10.312	0.361	1.96	NS
Joint	3	88.00	13.115			

It is inferred from the above table that there is no significant difference between nuclear and joint family prospective teachers in their social maturity. Hence the null hypothesis is accepted.

Null Hypothesis 5 : There is no significant difference between prospective teachers involved

in social activities and not involved in their social maturity.

Table 5 : Prospective teachers involved in social activities and not involved in their social maturity.

Category	No	Mean	SD	't' value		Remark
				Calculated	Tabulated 5% level of Significance	
Involved	24	88.08	9.089	1.709	1.96	NS
Not Involved	26	92.96	11.065			

It is inferred from the above table that there is no significant difference between prospective teachers involved in social activities and not involved in their social maturity. Hence the null hypothesis is accepted.

Findings

1. The level of prospective teachers in their social maturity is average.
2. There is significant difference between male and female prospective teachers in their social maturity. While comparing the mean scores of male and female prospective teachers, the female prospective teachers have better social maturity than male prospective teachers.
3. There is no significant difference between rural and urban prospective teachers in their social maturity.
4. There is no significant difference between nuclear and joint family prospective teachers in their social maturity.
5. There is no significant difference between prospective teachers involved in social activities and not involved in their social maturity.

Recommendations

1. Colleges are vital parts of a country's life, and they are ultimately responsible for the development of all rounded, wholesome personalities in their students on all levels: physically, socially, morally, emotionally and intellectually.
2. They must cultivate moral and national character. The importance of students in fostering social maturity should not be overlooked.
3. They have a fantastic opportunity to develop maturity by taking advantage of all opportunities inside and outside of school. It will

be unusable unless students make conscious efforts in his direction.

4. Prospective teachers should first try to improve their knowledge and abilities.

Conclusion

Students' social maturity encompasses accomplishments in a variety of areas, including independent functioning, interpersonal communication and classroom responsibility. It is a metric for students' development of academic and non-academic competencies in interpersonal relationships with teachers and peer groups in and around their environment. The impact of social maturity on student personality traits was investigated by Anand, Kunwar, and Kumar (2014). Sanwal, Joshi, and Shekhar (2014) concluded that counseling students is critical for their development of self-confidence and social skills. It enables individuals to successfully deal with a variety of curricular requirements while also integrating their academic levels.

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BODILY – KINESTHETIC INTELLIGENCE (BKI) OF PROSPECTIVE TEACHERS

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Abstract

Bodily-kinesthetic intelligence is one of Howard Gardner's nine multiple intelligences. This intelligence involves how well an individual controls her body in terms of physical activity and/or fine motor skills. People who excel in this intelligence typically learn best by doing something physically as opposed to just reading and answering questions. dancers, gymnasts and athletes are among those that Gardner sees as having high kinesthetic intelligence. The main objective of the study was to find out the Bodily-kinesthetic Intelligence of prospective teachers. The Bodily – Kinesthetic Intelligence Scale (BKI) was developed by Sujitha and Thanavathi (2022) to find out the prospective teacher's mobile knowledge. For the present study, the investigator adopted a survey method and a simple random sampling technique was used to select the sample. 50 prospective teachers were chosen for this study. Percentage analysis and 't-test were used to analyse the data. There was a significant difference between male and female prospective teachers in their Bodily-Kinesthetic Intelligence.

Keywords : *Bodily - Kinesthetic Intelligence, Physical, Education, Gender, Skills, Performance.*

Introduction

Bodily-kinesthetic intelligence is the capacity that allows individuals to use their complete body in expressing ideas and feelings; it's what characterizes professional actors, athletes and dancers noted that bodily-kinesthetic intelligence is the ability to use some parts or all over the body to solve a problem, put forward a product and express feelings or emotions. It enables one to control and interpret body movements and to form a harmony between the body and the mind; people with this kind of intelligence play one or more than one sport. Kinesthetic learners usually have a clear sense of timing, are goal-oriented and have a sense of physical action. They also have the unique ability to train their responses to become more like reflexes in their bodies. They also have fine motor control and are gifted in crafts that require the use of the whole body, for example dancing and acrobatics. The kinesthetic students are said to have a passion for naturally discovering things.

Most of the realizations that they get come through doing as opposed to the discoveries that come as premeditated thoughts first then they are initiated into actions. The kinesthetic students, desire to learn by reading rather than listening. The students also prefer to move around while revising as this increases their ability to understand. The article of this discussion is that Bodily-Kinesthetic Intelligence provides an easy-going environment to prospective teachers. The present investigation in this context is a descriptive one aiming to study Bodily-Kinesthetic of prospective teachers.

Need for the Study

There is no question that the traditional method of measuring and assessing students' intelligence works well for some students. However, understanding and meeting the needs of all students should be the goal. An improved approach is needed for assessing intelligence. In Gardner's view, the purpose of school should be to develop intelligences and to help people

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reach vocational and a vocational goal that are appropriate to their particular spectrum of intelligences. It is of utmost importance for society to recognize and nurture all of the possible human intelligences. If recognized early, the chance of dealing with educational problems could be addressed appropriately and effectively. Multiple Intelligences, they must be able to easily and accurately identify students' intelligence ranking. In addition, for individuals to understand and articulate their own learning preferences specified by their intelligences, they too must be able to easily identify individual strengths. Although practitioners have embraced the concept of Multiple Intelligences, they do not have an easily accessible, affordable, valid, and reliable tool for identifying Multiple Intelligences. Many surveys, checklists, and inventories have been devised for classroom use. Hence the investigator selected the research problem entitled "Bodily – Kinesthetic Intelligence of Prospective Teachers".

Objectives of the Study

1. To find out the levels of Bodily-Kinesthetic Intelligence of prospective teachers.
2. To find out whether there is any significant difference between male and female prospective teachers in their Bodily-Kinesthetic Intelligence.
3. To find out whether there is any significant difference between UG and PG prospective teachers in their Bodily - Kinesthetic Intelligence.
4. To find out whether there is any significant difference between age below 21 and above 21 prospective teachers in their Bodily-Kinesthetic Intelligence.

Methodology

The researcher adopted the survey method to study prospective teachers' Bodily - Kinesthetic Intelligence.

Population and Sample

The population for the present study consisted of all the prospective teachers studying in the college of education. 50 prospective teachers were taken for this investigation by simple random sampling technique.

Tool used

The investigator has used self-made tool namely Bodily-Kinesthetic Intelligence (BKI) (2022) prepared and validated by Sujitha.

Statistical Techniques Applied

The percentage analysis and 't' test was used for the study.

Analysis of Data

Null Hypothesis 1 : The level of prospective teachers' Bodily - Kinesthetic Intelligence is moderate.

Table 1 : Level of prospective teachers' Bodily - Kinesthetic Intelligence.

Variable	No		Low		Moderate		High	
	No	%	No	%	No	%	No	%
Sample	50	9	18	32	64	9	18	18

With respect to sample, it is inferred that 18% of prospective teachers have low level of Bodily-Kinesthetic Intelligence, 64% of prospective teachers have moderate level of Bodily - Kinesthetic Intelligence and 18% of prospective teachers have high level of Bodily-Kinesthetic Intelligence.

Null Hypothesis 2 : There is no significant difference between male and female prospective teachers in their Bodily-Kinesthetic Intelligence.

Table 2 : Male and female prospective teachers Bodily-Kinesthetic Intelligence.

Category	No	Mean	SD	t value		Remark
				Calculated	Tabulated 5% level of Significance	
Male	25	72.96	8.239	2.176	1.96	S
Female	25	77.88	7.742			

It is inferred from the above table that there was a significant difference between male and female prospective teachers in their Bodily-Kinesthetic Intelligence. Hence the null hypothesis is rejected.

Null Hypothesis 3 : There is no significant difference between UG and PG prospective teachers in their Bodily-Kinesthetic Intelligence.

Table 3 : UG and PG prospective teachers in their Bodily-Kinesthetic Intelligence.

Category	No	Mean	SD	t value		Remark
				Calculated	Tabulated 5% level of Significance	
PG	23	74.04	8.834	1.074	1.96	NS
UG	27	76.59	7.777			

It is inferred from the above table that there is no significant difference between UG and PG prospective teachers in their Bodily-Kinesthetic Intelligence. Hence the null hypothesis is accepted.

Null Hypothesis 4 : There is no significant difference between the age below 21 and above 21 years prospective teachers in their Bodily-Kinesthetic Intelligence.

Table 4 : Age below 21 and above 21 years prospective teachers in their Bodily-Kinesthetic Intelligence.

Category	No	Mean	SD	't' value		Remark
				Calculated	Tabulated 5% level of Significance	
Below 21	25	72.96	8.239	2.176	1.96	S
Above 21	25	77.88	7.742			

It is inferred from the above table that there is significant difference between age below 21 and above 21 years prospective teachers in their Bodily-Kinesthetic Intelligence. Hence the null hypothesis is rejected.

Discussions about Findings

1. The level of prospective teachers' Bodily-Kinesthetic Intelligences is moderate. 64% of prospective teachers have moderate level of Bodily-Kinesthetic Intelligence.
2. There was a significant difference between male and female prospective teachers in their Bodily-Kinesthetic Intelligence. While comparing the mean scores of male and female prospective teachers. Female prospective teachers have more mean value than Male prospective teachers. This may be due to their mental health.
3. There is no significant difference between UG and PG prospective teachers in their Bodily-Kinesthetic Intelligence. While comparing the mean scores of UG and PG prospective teachers, PG prospective teachers have more mean value than UG prospective teachers. This may be due to their level of experience.
4. There is no significant difference between below 21 and above 21 prospective teachers

in their Bodily-Kinesthetic Intelligence. While comparing the mean scores of below 21 and above 21 prospective teachers, above 21 prospective teachers have more mean value than Below 21 prospective teachers. This may be due to their way of responsibilities and maintenance.

Recommendations

1. Students who are gifted in any area of intelligence, such as bodily-kinesthetic, are most likely to be high in other type(s) of intelligence, although they do not have to be high in all areas of intelligence to be body smart. Additionally, even though it is possible for a body smart individual to make excellent crafts, it may be that the same individual finds it difficult to learn ballet.
2. The important characteristic of Gardner's theory of multiple intelligences is that these special abilities may be learned. Bodily-kinesthetic intelligence may be improved through sports and dance education, in addition to school theatre, crafts, cooking, and computers.
3. Students may also increase their bodily-kinesthetic intelligence by breaking and fixing things. Even so, there are many bodily gifted persons who do not require formal training to express their bodily-kinesthetic intelligence.

Conclusion

Gardner's bodily-kinesthetic intelligence theory says that even students who do not able to write paper-and-pencil tests can still be considered intelligent. Athletes, dancers, football players, artists and others can learn effectively in the classroom if teachers recognize their physical intelligence. Differentiating instruction for bodily-kinesthetic learners offers an effective means to reach these students who may well have bright futures in professions that require a talent for controlling body movements. Other students will benefit from the use of movement as well.

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Discussions and Recommendations

The married prospective teachers are found better in stress management than the unmarried prospective teachers. This may be due to their adjustment in their family situations, hard work and organise themselves to do their duty in a proper way.

It is found, in the study, stress management of prospective teachers is low. Only 17.3% of the sample is found to have high level of stress management. Therefore, it is recommended that orientation programme on stress management has to be conducted even at the entry level of B.Ed. programme. The spiritual beliefs and prayers may be experimented to promote the stress management among prospective teachers.

Married prospective teachers are found to have better stress management than their unmarried counterparts. It is, therefore recommended that the unmarried prospective teachers may be trained to balance their emotions by the experienced married prospective teachers in the college.

Conclusion

In this new era, electronic gadgets have been living among men as a part and parcel of their lives. The human kind has moved from the

lap of nature to artificial. The knowledge to maintain and manage should be given to the prospective teachers. So, the budding teachers have to be given proper training and skill to handle their wards with proper stress management.

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Length of the manuscripts should be approximately 2000-3000 words (10-15 paper) please send MS Word compatible files only. At the time of submission, please include tables and figures in the manuscript file with appropriate table and figure captions. Please do not send multiple files. You are requested to use Times New Roman font, double space between the lines and one inch margin on all sides. Justify the first lines of paragraphs rather than spacing between them. Please number the pages.

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The main body should include the following major components.

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Title followed by an abstract summarizing the major points of the study. The abstract should be 100 – 150 words. Abstract should be followed by key words.

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Introduction should pertain to specific area of study and should provide background information.

Need and Significance of the Study

The author should emphasize the necessity of selecting this study.

Objectives

Objectives should be framed very obvious, specific and relevant.

Hypotheses

Hypotheses may be framed based on objectives.

Methodology-in-brief

Methodology should cover method adopted, population, sample size, and statistical tests used.

Analysis of Data

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