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Self – Confidence and Emotional Adjustment of Higher Secondary Students

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An attempt was made through the present study to focus on the Self-Confidence and Emotional Adjustment of higher secondary students. The sample consists of 200 higher secondary school students in and around kanyakumari district. Random sampling technique was adopted for selecting the sample. Self-Confidence and Emotional Adjustment scale was used to collect the data. The result obtained discloses that there is a significant positive relationship between the students' Self-Confidence and Emotional Adjustment.

Introduction

Education is the complete development of individuality of the child, so that he can make his original contribution to human life according to his best capacity. -T.P. Nunn

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Man is the only living creature who finds his own existence, a problem which he has to solve and from which he cannot escape. The scientific and technological advances have posed many problems in the life of man. Most of the human problems significantly affect the development of individuals. Self - Confidence is a character that is essential for success in any career. It can also argued that a life experience without self-confidence leads a person to miss out on valuable opportunities think about the people in your life who exhibit quality self-confidence. These people are generally found to be around possess, many friends successful in their choice of career. Emotional adjustment is an important task because, adjustment during emotions lead to a normal behaviour, whereas maladjustment leads to abnormal behaviour. Emotions are described as the prime movers of behaviour. These stirred up states are store houses of energy, which may work for both intense vigour and efficiency and strong disruption of mental life. There are many instances where even highly intelligent people fail to manage their emotions and some average intelligent persons manage their emotions effectively and harmoniously.

Need and Significance of the Study

Self-confidence is the key to success or we can say first step to success. If a person has self-confidence he has won half the battle. The people who have Self - Confidence at work, school, and in their daily life always appear on top of world. Everything seems to go right for these people and they always seem to present themselves as calm, collected and successful in everything they do. If you pay attention, you might notice that these self-confident people usually are successful in every area of their lives. The reality is that none of these things are true. Self-confident people understand the impact of believing in themselves and relying on their abilities. Adolescents in secondary schools are often subjected to a highly stressful environment, pressure to excel an academic and school performance pressure to select career option, parental expectations, choice of subjects, and emotional and psychological stress, proper and constructive counseling is inevitably essential to lesson unnecessary emotional constraints. So this study is an attempt to identity the Self - Confidence and adjustment.

Objective of the study

1. To find out the significant difference between the self – confidence of male and female higher secondary students.

2. To find out the significant difference between the self – confidence of rural and urban higher secondary students.
3. To find out the significant difference between the Emotional Adjustment of male and female higher secondary students.
4. To find out the significant different between the Emotional Adjustment of rural and urban higher secondary students.
5. To find out the significant relationship between self – confidence and Emotional Adjustment of higher secondary students.

Hypotheses of the study

1. There is no significant difference between the self – confidence of male and female higher secondary students.
2. There is no significant difference between the self – confidence of rural and urban higher secondary students.
3. There is no significant difference between the Emotional Adjustment of male and female higher secondary students.
4. There is no significant different between the Emotional Adjustment of rural and urban higher secondary students.
5. There is no significant relationship between self – confidence and Emotional Adjustment of higher secondary students.

Method Used for the Present Study

The investigator has used survey method to study the relationship between the Self-Confidence and Emotional Adjustment of higher secondary Students.

Population & Sample

Population for the present study comprises of higher secondary school students from various Schools in Kanyakumari District. The sample of the present study consists of 200 Higher Secondary Students from ten Schools.

Description of the Tool & Data Collection

In the present study in order to find out the higher secondary students the investigator collected information regarding self confidence from various sources like internet, journal, books etc. Totally 86 questions were prepared. According to the suggestion given by the experts few questions were excluded and finally 56 questions

were selected. The emotional adjustment scale which was developed P.S. Asmi by Mrs. R. Rekha. The data collected were scored in systematic way by using a scoring key for the Emotional Adjustment scale 1,0 was given for the positive items, and 0,1 for the negative items.

Procedure of Data Collection

Data were collected from 200 Higher Secondary school students. For this purpose, the investigator visited 10 higher secondary schools in K.K.District. A report was established with the subjects in advance before the administrations of the response sheets were collected from the respondents after marking the responses.

Differential Analysis

Hypothesis Testing

H₀1: There is no significant difference between the self-confidence of male and female higher secondary students.

Table: 1

Significance difference between the self-confidence of higher secondary students based on their gender

Variable	Gender	N	Mean	S.D	t-Value	P-Value	Remarks (5%level)
Self confidence	Male	84	80.88	7.029	0.739	0.391	N.S
	Female	116	80.45	6.255			

From the table 4.4.1 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It

shows that there is no significant difference between male and female higher secondary students in their self-confidence.

H₀2: There is no significant difference between the self-confidence of rural and urban higher secondary students.

Table: 2

Significance difference between the self-confidence of higher secondary students based on their locality

Variable	Locality	N	Mean	S.D	t-Value	P-Value	Remarks (5%level)
Self confidence	Rural	82	79.94	5.966	1.464	.228	N.S
	Urban	116	81.11	6.955			

From the table 4.4.2 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between the locality of higher secondary school students in their self-confidence.

H₀3: There is no significant difference between the Emotional Adjustment of male and female higher secondary students

Table: 3

Significance difference between the Emotional Adjustment of higher secondary students based on gender

Variable	Gender	N	Mean	S.D	t-Value	P-Value	Remarks (5%level)
Emotional Adjustment	Male	84	36.58	7.131	0.076	0.783	N.S
	Female	116	34.78	6.749			

From the table 4.4.12 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female of higher secondary school students in their Emotional Adjustment.

H₀4: There is no significant difference between the Emotional Adjustment of rural and urban higher secondary students.

Table: 4

Significance difference between the Emotional Adjustment of higher secondary students based on locality

Variable	Locality	N	Mean	S.D	t-Value	P-Value	Remarks (5%level)
Emotional Adjustment	Rural	82	36.62	6.951	0.244	0.622	N.S
	Urban	118	34.79	6.881			

From the table 4.4.13 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between rural and urban of higher secondary school students in their Emotional Adjustment.

H₀5: here is no significant relationship between self – confidence and Emotional Adjustment of higher secondary students.

Table : 5

Correlation between Self Confidence and Emotional Adjustment of Higher Secondary students

Category	number	r	level of significance
self confidence and emotional adjustment	200	0.375	NS

As it is shown in the above table self confidence and emotional adjustment of higher secondary school students are positively

correlated and significant at 0.05 level. The relationship between the variable may be described as low.

Findings

1. There is no significant difference in the self – confidence of male and female higher secondary students.
2. There is no significant difference in self – confidence of rural and urban higher secondary students.
3. There is no significant difference Emotional Adjustment of male and female higher secondary students.
4. There is no significant different Emotional Adjustment of rural and urban higher secondary students.
5. There is no significant relationship between self – confidence and Emotional Adjustment of higher secondary students.

Interpretation

This may be due to the fact that the present student community that they are well in their studies and various education related activities so as scoring very high scores in examinations whereas they are very poor to interact with human beings especially in the public society. Hence the teacher of the schools should think of introducing various activities here and there in between syllabus related teaching learning process in order to enhance the level of self confidence and emotional adjustment of higher secondary students. No, Significant difference was found in the self confidence of higher secondary students based on gender and locality. No, significant difference was found in the emotional adjustment of higher secondary students based on gender and locality. Relationship analysis of data clearly revealed that there is significant positive exist between the self confidence and emotional adjustment of higher secondary students. It reflected that self confidence and emotional adjustment of higher secondary students are the part of our behavior and confined to one part of life as dealing with the society and others.

Suggestions for Further Study

Following are the suggestions given by the investigator for the benefit of the future researchers.

- Self- confidence of student teachers can be studied in relation with emotional adjustment.
- Emotional adjustment of various levels of education such as higher secondary school students and college students can be studied collectively.
- A comparative study can be conducted on the self confidence and emotional adjustment of various professionals such as teachers. It professional and various officers.
- Sam type of study can be conducted by increasing the number of sample by covering other districts also.
- Social intelligence and life skills of teachers at various levels.
- Self confidence and emotional adjustment of students at various levels of education

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Contributions of Missionaries to Malayalam Language and Literature

Dr. N. MARY USHA

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The C.M.S. Missionaries who came and worked in Travancore and Cochin were evangelists. But they rendered signal services in other fields as well. Their contributions to the development of Malayalam language and literature are recognized even today; for evangelism, knowledge of the vernacular, the language of the common man was absolutely necessary. So, they learned the language and popularized its study on scientific lines by providing the necessary study aids in the form of lexicons and books on grammar.

Malayalam Grammar

In the similar way the C.M.S. Missionaries were also interested in preparing Malayalam Grammar Books. It was in 1799 that the first Malayalam Grammar by an Englishman was published. The author was Robert Drummond. Another Englishman F. Spring also compiled a Malayalam grammar book. Both these were intended for the use of the officials of the English East India Company. There is clear evidence to show that Drummond based his work on the materials collected by

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Carmelite Missionaries of Verapoly near Cochin. The first C.M.S. Missionary to write a grammar book of Malayalam was Thomas Dawson. It was written in 1818 and was called “English-Portugese and Malayalam. But it was not printed and published Joseph Peet also compiled a Malayalam Grammar. It was published in 1841 and was widely accepted as standard work. Its claim to distinction rests on the fact that it contains samples of Malayalam correspondence from 1789 onwards. In 1864 Collins published “A short Grammar and Analysis of Malayalam language. This was intended for the use of Kottayam College and higher classes of Schools. It considered of four parts. First part was an introduction as it traced the history of the language. It also provided a discussion on the letters and their sounds. Part II provided a classification of words and paradigms. Malayalam syntax was explained in part three, and the last part familiarized the readers with analysis of sentences and principles of punctuation. Collins however acknowledged his indebtedness to Caldwell’s comparative Grammar of the Dravidian or South Indian Family of languages. The work was a source of great help in the early days.

Another significant work that emerged in the latter half of the 19th century was Malayazhmayude Vyakaranam, by George Matthan. Though the work was completed by 1851, it could be published only in 1863. In fact it has to be admitted that George Matthan’s meritorious piece of work was published even before the publication of Gundert’s Grammar. The difference between Gundert’s Grammar and that of George Matthan is that while the former gives only the fundamental principles of grammatical structures, the latter interprets the fundamental principles with illustrative details. In a sense it was the first of its kind. It sought to bring out the intricacies of Malayalam Grammar and make them simple and accessible to speech sounds of the vernacular. Not only did the work classify Malayalam speech sounds in a systematic manner but also dealt with the parts of speech and the rules of declensions and conjugation.

Running to 214 pages the book illustrates the author’s dedication to the task of language research. Thus in the field of Malayalam Grammar, George Matthan was one of the pioneers.

From the above account it is very clear that the contribution of the missionaries to the development of Malayalam was no small one. Study of the vernacular was designed on a scientific basis with the complication of suitable grammar books and lexicons. In this way they laid a secure foundation to the language and opened it to the influence of other languages and also to the literary forms other than those prevalent then. Thus the language grew abundantly producing magnificent prose and verse literature.

Malayalam Literature

It must be remembered that early Malayalam was a colloquial tongue and it emerged as a literary language distinct from Tamil only in the 19th century A.D. It was called Manipravalam, as it was a curious mixture of Sanskrit and Tamil. After the 11th century this language developed its verse form. The 15th and 16th centuries witnesses the total liberation of Malayalam from Tamil. At the same time it imbibed fully the influence of Sanskrit poetry. Many such poetic works emerged and won great popularity.

But the literary form of prose did not emerge till the 18th century, except some old documents, treaties on traditional sciences and some puranas. By the beginning of the century some Christian writers started producing prose works. The Varthamana Pusthakam by Paramakkal Thomas Kathanar a Catholic priest was the first example. In 1718 appeared another called Veda Tharakam by Rev. Joseph Kariyattil. These literary compositions did not have any literary importance. Yet they served as a model for the C.M.S. Missionaries to contribute their might.

The first C.M.S. Missionary Thomas Norton started the work of translating portions of the Bible for the benefit of converts. Norton also produced a large number of hymns and tracts. Bailey continued the work of Norton. His contribution to Malayalam prose came in the form of translations from such languages as Sanskrit, Hebrew, Syriac and English. In this work he was considerably helped by one scholar Chanthu Menon. During the years 1824-1825 Bailey published two books in Malayalam, the Gospel of St. Mathew and a set of short stories for little children, translated from English. The latter was eight short stories and has 197 pages. Bailey also translated and published such works as Homily on the Right use of the Church. Watt's Two Catechisms and Murray's A bridged Grammar. Besides he translated several tracts and books for daily use in the college. Bailey's translations had one distinct quality. As against the prevailing long unwieldy and clumsily constructed sentences crammed Sanskrit words, Bailey's style was direct, simple and lucid. This was found to be of immense use by latter writers. The contributions of later missionaries though little, still played their due part in the development of Malayalam literature. Henry Baker (Sr.) translated into Malayalam Watt's scripture History. Besides he contributed several hymns and tracts. Joseph Peet, did not undertake any translation work as his predecessors. Still he published a book Malayalam Grammar, a Geography book in Malayalam and various tracts. Henry Baker (Jr.) was the author of a Malayalam Commentary

on St. Mathew. His pamphlet on the Arayan Mission is also noteworthy.

Richard Collins was a devoted literary figure among the C.M.S. Missionaries. He was a scholar in both English and Malayalam. His momentous works of the Malayalam dictionary and grammar book bear out his linguistic talents. Though he was not directly involved in the development of Malayalam prose, his first wife Francis wrote an English novel called *Slayer Slain*. The theme centres round the change effected by Missionary enterprise in the caste ridden society of Travancore and the services that the mission rendered for the uplift of the slave community. Mrs. Collins herself began to translate it into Malayalam. But before completing it she breathed it in 1878 under the title *Khasthakaradham*. It was printed at the C.M.S. Press and only 800 copies were printed in the first issue. Modern critics in Malayalam are unanimous in their opinion that his novel was published nine years before the appearance of Appu Nedungadi's *Kundaletha* has the status of being the first work of prose fiction in Malayalam.

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Thinking is the term for the organized cognitive process, which is targeting oriented and actively done to understand the current situation. Critical thinking is a rich concept that has been developing throughout the past 2500 years. Critical thinking is a form of problem solving that is much more than just gaining knowledge. The world is becoming more and more competitive. Quality of performance has become the key factor for personal progress. Academic achievement is the reach to attain by effort or the knowledge attained or skills developed in school subjects usually designated by test scores or by marks assigned by teachers or both. The central focus of all formal educational effort is academic achievement on the part of students. This study examines the relationship between the critical thinking and academic achievement of higher secondary school students. Survey research was conducted on 300 higher secondary school students. Results show that a positive correlation was found between critical thinking and academic achievement.

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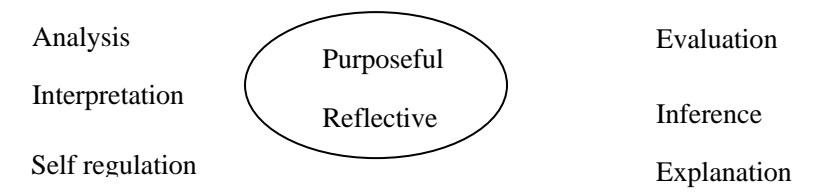
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Introduction

Education is an important human activity. It was born with the birth of the human race and shall continue the function as long as the human race lives. Education ensures survival of the human race maintains its intellectual and cultural tradition and helps in developing enlightened civilization that history has witnessed through ages (Inderdev Singh Nandra, 2007). “By education I mean an all round drawing out of the best in the child and man, body mind and spirit” - Mahatma Gandhi. Brook Field (1987) defines, “Critical thinking as a productive, positive, emotive and rational process that occurs in contextually specific interpreting and making relations is an important part of the increasing process” Kurfiss (1988) Tsui (1999) are of the view that critical thinking skills allow students to more quickly assimilate subject- specific course content and also provide a framework that allows students to engage and respond to less well defined problems. As a result students are better prepared to confront both personal and professional challenges. According to Good (1954) “Academic achievement means knowledge attained or skills developed in the school subject usually designated by test score or by marks assigned by the teachers or both”. An important drawback of our present educational system is that it operates at the level of efficiency. It is characterized by low performance, wastage and stagnation all of which can be attributed to so many variables, these are innumerable causes of low achievement and under achievement in our class rooms.

Critical Thinking Skills

The core critical thinking skills include interpretation. Analysis evaluation inference explanation and self regulation as shown below:



Need and Significance of the Study

Critical thinking is very essential for the students especially the higher secondary. Students as they are fresher have to face the society directly. The students to have the critical thinking ability solve the problems to understand the problem and the ability to inner and to meaningfully investigate the matters. As the students are the pillars of the modern world they have to be pure and refined in their thinking. Critical thinking allows one to face and comprehend objective reality by gaining reliable know ledge about the world. Any students regardless of position of formal organizational affiliation or title can learn to exercise leadership and make significant changes in the institutional culture on campus. Orientation for leadership takes place first in the classroom. When students see themselves as learners and teachers, work in groups or teams, and are actively involved in discovery- and outside the classroom, in athletics, student government, ethnic student organizations, subject matter clubs, volunteer activities, and so on. To be effective leaders, students must bring the core principles of quality leadership to their decision making and interaction with others. The present study focuses on the two important aspects they are leadership quality and academic achievement. The investigator wanted to study the relationship between the two aspects as these are very essential for students and they are the further leaders.

Objectives of the Study

This study helps to study the critical thinking and academic achievement of higher secondary school students.

1. To find out whether there is any significant difference between government/ government aided and private higher secondary school students in their critical thinking.
2. To find out whether there is no significant difference between Family Income of the higher secondary school students in their critical thinking.
3. To find out whether there is no significant difference between government, aided and private higher secondary school student in their academic achievement.
4. To find out whether there is no significant difference between Family Income of the higher secondary school students in their academic achievement.

5. To find out whether there is any significant relationship between critical thinking and academic achievement of higher secondary school students.

Hypotheses

1. There is no significant difference between government, aided and private higher secondary school student in their critical thinking.
2. There is no significant difference between Family Income of the higher secondary school students in their critical thinking.
3. There is no significant difference between government, aided and private higher secondary school student in their academic achievement.
4. There is no significant difference between Family Income of the higher secondary school students in their academic achievement.
5. There is no significant relationship between critical thinking and academic achievement of higher secondary school students.

Method Used for the Present Study

The investigator has used survey method to study the relationship between the Critical Thinking and Academic Achievement of Higher Secondary School Students.

Population & Sample

Population for the present study comprises of higher secondary school students from various Schools in Kuzhithurai Educational District. The sample of the present study consists of 300 higher secondary school students from ten Schools.

Description of the Tool & Data Collection

Critical Thinking Scale consists of 53 items of multiple choice type statements seeking the School student's response. Academic

achievement mark obtained in the quarterly examination of higher secondary school students. For the purpose of collecting data the investigator has selected 10 Schools in Kuzhithurai Educational District.

Hypotheses Testing

H₀1: There is no significant difference between Types of School Higher Secondary School Students in their Critical Thinking.

Table – 1

Difference Between Types of School Higher Secondary School Students in Their Critical Thinking

Source	Sum of square	Df	Mean square	F	P	Remark
Between groups	6501.166	2	3250.583	5.862	0.003	S
Within groups	164683.554	297	554.490			
Total	171184.720	299				

The obtained 'F' value (5.862) is significant at 0.05 levels. Hence the null hypothesis is rejected. This shows that there is significant difference between the Critical Thinking on Higher Secondary School Students.

H₀2: There is no significant difference between Family Income Higher Secondary School Students in their Critical Thinking.

Table – 2

Difference Between Family Incomes of Higher Secondary School Students In Their Critical Thinking

Source	Sum of square	Df	Mean square	F	P	Remark
Between groups	2015.167	2	1007.583	1.769	0.172	NS
Within groups	169169.553	297	569.594			
Total	171184.720	299				

The obtained 'F' value (1.769) is significant at 0.05 levels. Hence the null hypothesis is accepted. This shows that there is no significant difference between the Critical Thinking on Higher Secondary School Students.

H₀3: There is no significant difference between Type of School Higher Secondary School Students in their Academic Achievement.

Table – 3

Difference Between Types of School Higher Secondary School Students in Their Academic Achievement

Source	Sum of square	Df	Mean square	F	P	Remark
Between groups	1195136.510	2	597568.255	21.243	0.000	S
Within groups	8354821.410	297	28130.712			
Total	9549957.920	299				

The obtained 'F' value (21.243) is significant at 0.05 levels. Hence the null hypothesis is rejected. This shows that there is significant

difference between the Academic Achievement on Higher Secondary School Students.

H₀4: There is no significant difference between Family Income Higher Secondary School Students in their Academic Achievement.

Table – 4

Difference Between Family Incomes of Higher Secondary School Students in Their Academic Achievement

Source	Sum of square	Df	Mean square	F	P	Remark
Between groups	227209.440	2	113604.720	3.619	0.028	S
Within groups	9322748.480	297	31389.726			
Total	9549957.920	299				

The obtained 'F' value (3.619) is significant at 0.05 levels. Hence the null hypothesis is rejected. This shows that there is significant difference between the Academic Achievement on Higher Secondary School Students.

H₀5: There is no significant relationship between Critical Thinking and Academic Achievement among the higher secondary school students.

Table - 5

Relationship Between Critical Thinking and Academic Achievement of Higher Secondary School Students

Variables	Number	r'	Level of Significance
Critical Thinking Academic Achievement	300	0.537	NS

As it is shown in the above table Critical Thinking and Academic Achievement of higher secondary school Students are positively

correlated and significant at 0.01 levels. The relationship between the variables may be described as 'Substantial'.

Findings of the Study

1. There is significant difference between government, aided and private higher secondary school student in their critical thinking.
2. There is no significant difference between Family Income of the higher secondary school students in their critical thinking.
3. There is significant difference between government, aided and private higher secondary school student in their academic achievement.
4. There is significant difference between Family Income of the higher secondary school students in their academic achievement.
5. There is no significant relationship between critical thinking and academic achievement of higher secondary academic achievement.

Interpretations

This may be due to the fact that the present student community that they are well in their studies and various education related activities so as scoring very high scores in examinations whereas they are very poor to interact with human beings especially in the public society. Hence the teacher of the schools should think of introducing various activities here and there in between syllabus related teaching learning process in order to enhance the level of critical thinking and academic achievement of higher secondary school students.

No signification difference was found in the critical thinking of higher secondary school students based on their family income. It can be implied the family income have no signification impact on the critical thinking of higher secondary school students.

Significant difference was found in the critical thinking of higher secondary school students based on their Type of school. It can be implied the Type of school have significant impact on the critical thinking higher secondary school students. Significant difference was found in the academic achievement of higher secondary school students their Type of school. It can be implied the Type of school have significant impact on the academic achievement of higher secondary school students.

Relationship analysis of data clearly revealed that there is significant positive exist between the critical thinking and academic achievement of higher secondary school students are. It reflected that critical thinking and academic achievement of higher secondary school students are the part of our behavior and confined to one part of life as dealing with the society and others.

Educational Implications

The investigator has given the following implications based on the findings.

- Student should be given opportunities to explore questions and debate to integrate new ideas in their classroom practice.
- Critical thinking ability improves the problem solving ability for the children
- Critical thinking ability helps the students to perform their best in various competitive examinations.
- In rural areas also teacher should concentrate on giving more activities to develop critical thinking power among students.
- Students should be given coaching to solve various puzzles so that they can increase their critical thinking.
- Students should be given challenging projects to improve their critical thinking.

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Role of Media and Technology in Education

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Media and technology have proved to help in classifying concepts, stimulating group and individual activities, developing a collective critical awareness, changing attitudes, imposing a new structure or organization on certain subjects and encouraging originality and creativeness. Therefore, teachers have to be properly motivated and made interested in the use of such materials. And they have also to be trained and oriented in the adequate use and maintenance of the materials. As we know, good teachers are not born, they are made. Training in the methods, techniques, use of various means and media help a teacher to be good and efficient. All illustrative materials will be “aids” to his teaching. Educational outputs will be optimized through judicious uses of modern methods, techniques, means and media. Educational research has also proved that instruction can be greatly improved through the wise selection and utilization of modern media of communication.

Introduction

The present day world is facing two general problems-“information explosions” and the “population explosion”. Information explosion

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means an explosion of knowledge. Today, throughout the world, social and technological changes are taking place rapidly due to expanding world of information. So, there is explosion of knowledge. New frontiers of knowledge are opening day by day and the horizon of human knowledge and understanding is expanding very fast. On the other hand, with the explosion of knowledge there is also population explosion. The student population is immensely increasing year by year due to the growth of population and democratization of education with varying levels of motivation and aspiration. The problem of “population explosion” is more serious in the developing countries than the developed one. India is facing serious difficulties both from population as well as information explosion. So, the two general factors – “information explosion” and “Population explosion” have posed critical problems for education—more things to be learnt and more people to be taught. Today there is a cry for “more education to more people in less time”. For solving these problems successfully, educational technology consisting of various media of mass communication are essentially required. Both qualitative improvement and quantitative expansion of education can be facilitated and accelerated with the help of this mass media under educational technology. So, the media and technology has come to our rescue to tackle this problem.

Education of tomorrow will be able to play its role more effectively by making the individuals creative, active and efficient. Success of education cannot be achieved merely by substituting mechanical methods for human beings, but by developing new patterns using both human beings and technological advancements in order to teach more people better and more rapidly. There are a good number of media and technology for communication such as radio, Television, newspapers, films tablets, iPads, Smart Boards, digital cameras and computers etc. Previously, the media and technology in the form of illustrative were only put to marginal and individualised use. There was neither any coherent thinking nor a scientific organisation of these materials in the educational process. But their increased use has been mainly due to interest and initiative of certain teachers. In fact, the media and technology have become a well of message around the world of today and have entered into all the structures of daily life, h can be used and in fact is being used as a means of education. So the role of media and technology in education is gaining importance every day. The term “technology” refers to advancements in the methods and tools we use to solve problems or achieve a goal. In the classroom, technology can encompass all kinds of tools from low-tech pencil, paper, and chalkboard, to the use of presentation software, or high-tech tablets, online collaboration and conferencing tools, and more. The newest technologies allow us to try things in physical and

virtual classrooms that were not possible before. What you use depends fundamentally on what you are trying to accomplish.

Importance of Media and Technology

- Media and technology provide information to the mass within a less time.
- It takes a wide coverage of information regarding anything that is happening in any corner of the world.
- It brings the entire world to the individual or to the classroom. Children spend hours together sitting in front of the television and can visualize, hear and acquire knowledge about the world.
- These media and technology easily reach groups, allow repeated use, give more reality, influence attitudes, show cause and effect relationships and ultimately motivate the audience.
- It sends information to remote places and helps in distant learning.
- It helps in modification of attitudes, inculcation of desirable values and acquaintance with cultural heritage.
- Media and technology acts as an agency of social change.
- Media and technology are useful for reinforcing group dynamics and interpersonal communication.
- Media technology as means of communication make ideas clear to children and help them to acquire correct knowledge. They help in simplifying and in giving vividness to explanation.
- Media and technology make the instruction concrete and stimulate interest and excite curiosity in things.

Role and Benefits of Media and Technology

Media and Technology in the Classroom Makes Learning More Fun

Students prefer technology because they believe that it makes learning more interesting and fun. They especially like laptops and tablets. Subjects that students deem challenging or boring can become more interesting with virtual lessons, through a video, or when using a tablet.

Media and Technology Prepares Students for the Future

These 21st-century skills are essential in order to be successful in this day and age. Jobs that may not have had a digital component in the past, may have one now. Education isn't just about memorizing facts and vocabulary words, it's about solving complex problems and being to collaborate with others in the workforce. Ed-tech in the classroom prepares students for their future and sets them up for this increasing digital economy.

Improved Retention Rate

Student perceptions in the study believe that technology helps them retain information better. According to different a study, these students may be on to something. Eighteen 2nd grade students were challenged to complete a Power Point project about an animal. Sixteen out of the 18 students remembered more facts about the animal after completing the presentation. These results show that technology indeed helps students remember what they learn.

Media and Technology Helps Students Learn at Their Own Pace

Today's media and technology enables students to learn at their own pace. For example, almost all apps allow for individualized instruction. Students can learn according to their abilities and needs. This form of teaching is also great for the teacher because it gives him/her the time to work individually with students who may be struggling.

Media and Technology Connects with Students

Media and technology occupies an important place within students' lives. When they are not in school, just about everything that they do is connected in some way to technology. By integrating technology into the classroom, teachers are changing the way they used to teach and

providing students with the tools that will take them into the 21st century. Technology changes by the minute, and as educators we need to keep up with the times in order to best prepare our students for this ever-changing world that we live in. While we just saw how integrating technology into the classroom has its benefits, it's important to note that traditional learning processes are just as essential. Take time to learn about each element of ed-tech that you will incorporate into your classroom. When you do, you will find that technology can have a profound impact on your students learning.

- Media and technonogy used correctly, will help prepare students for their future careers, which will inevitably include the use of wireless technology.
- Integrating technology into the classroom is definitely a great way to reach diversity in learning styles.
- It gives students the chance to interact with their classmates more by encouraging collaboration.
- Media and technology helps the teachers prepare students for the real world environment. As our nation becomes increasingly more technology-dependent, it becomes even more necessary that to be successful citizens, students must learn to be tech-savvy.
- Integrating media and technology in education everyday helps students stay engaged. Today's students love technology so they are sure to be interested in learning if they can use the tools they love.
- With media and technology, the classroom is a happier place. Students are excited about being able to use technology and therefore are more apt to learn.
- When mobile technology is readily available in the classroom, students are able to access the most up-to-date information quicker and easier than ever before.
- The traditional passive learning mold is broken. With technology in the classroom the teacher becomes the encourager, adviser, and coach.
- Students become more responsible. Media and technology helps students take more control over their own learning. They learn how to make their own decisions and actually think for themselves.
- Student can have access to digital textbooks that are constantly updated and often more vivid, helpful, creative, and a lot cheaper than those old heavy books.

Conclusion

Media and technology have proved to help in classifying concepts, stimulating group and individual activities, developing a collective critical awareness, changing attitudes, imposing a new structure or organization on certain subjects and encouraging originality and creativeness. Therefore, teachers have to be properly motivated and made interested in the use of such materials. And they have also to be trained and oriented in the adequate use and maintenance of the materials. As we know, good teachers are not born, they are made. Training in the methods, techniques, use of various means and media help a teacher to be good and efficient. All illustrative materials will be “aids” to his teaching. Educational outputs will be optimized through judicious uses of modern methods, techniques, means and media. Educational research has also proved that instruction can be greatly improved through the wise selection and utilization of modern media of communication.

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Effectiveness of Environmental Model for Teaching Geometry at Primary Level

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The main of the study is to find out the effectiveness of environmental model for teaching geometry at primary level. Experiment method was adopted for this study. The sample consists of 40 fifth standard students. For the purpose of analysis t test was used. The findings of the study are there is no significant difference is found between pre test scores of control group and experimental group. There is no significant difference is found between post test scores of control group and experimental group. There is no significant difference is found between pre test and post test scores of control group. There is no significant difference is found between pre test and post test scores of Experimental group.

The aim of education is to develop harmonious personality of learner. Education should make pupils fit to adjustment with the environment. The major objective in the bold of education is to acquire

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knowledge, skills and abilities to adjust with the surroundings successfully. For this, pre requisite knowledge is essential and helpful to achieve the goal. Our society has formulated a separate organization is called 'schools' where we can develop all the qualities and abilities according to the needs of the society. Almost all the learning occurs in a school is generally derived from text books. At the classroom level, teacher gives more importance to the academic achievement. Thus a lot of time and effort of the teacher is used for helping the students to achieve better in their scholastic endeavours.

For the progress of the country. Education is very important. In any country, education shapes the intelligence of the individual. In India, formal education is given to individual through Primary, Secondary and Higher Education.

Need and Significance of the Study

Universally, Mathematics is taught as one of the subjects in school college and universities. Mathematics is considered as "the queen of all sciences". The present study is an investigation on the effectiveness in teaching mathematics Geometry in particular to the primary school students. Many complex mathematical concepts in geometry can be taught easily with the help of Environmental Model. So it is the need for the teachers in this millennium to provide quality in delivery of learning instruction to the learners learning which is considered as the lifelong process should be effective, meaningful and joyful to learners.

Objectives of the Study

The objectives of the present study are,

1. To find out whether there is any significant difference between pre test scores of control group and experimental group.
2. To find out whether there is any significant difference between post test scores of control group and experimental group.
3. To find out whether there is any significant difference between pre test and post test scores of control group.
4. To find out whether there is any significant difference between pre test and post test scores of experimental group.

Hypotheses of the Study

Hypotheses of the present study are,

1. There is no significant difference between pre test scores of control group and experimental group.
2. There is no significant difference between post test scores of control group and experimental group.
3. There is no significant difference between pre test and post test scores of control group.
4. There is no significant difference between pre test and post test scores of Experimental group.

Method Used for the Present Study

Among of the various methods of research, the investigator plan to adopt experimental method in view of objectives of the study.

Population of the study

A population is any group of individuals that have one or more characteristics in common that is of interest to the researcher. The population for the present study is all the students doing in primary school.

Sample used for the study

A sample portion of the population selected for observation and analysis is called sample. For the Investigation, two divisions of V standard students are selected from Christ the king Matric School, Kannumamoodu. A sample of 40 students will select for the study. One group is consider as experimental group and other as control group.

Analysis of Data

Hypothesis 1

There is no significant difference between pre test scores of control group and experimental group.

Table - 1
Difference Between Pre Test Scores of Control Group and
Experimental Group

Group	N	Mean	S.D	t - value	p - value	Result
Control	20	45.80	11.870	0.649	0.520	N.S
Experimental	20	42.65	18.187			

Interpretation:

The table - 1 shows that the p value is greater than 0.05 at 5% level of significance.

Hence the null hypothesis is accepted. That is, there is no significant difference between pre test scores of control group and experimental group.

Hypothesis 2

There is no significant difference between post test scores of control group and experimental group.

Table - 2

Difference Between Post Test Scores of Control Group and Experimental Group

Group	N	Mean	S.D	t - value	p - value	Result
Control	20	48.00	16.358	-10.725	0.000	S
Experimental	20	89.00	6.138			

Interpretation:

The table 2 shows that the p value is less than 0.05 at 5% level of significance.

Hence the null hypothesis is rejected. That is, there is significant difference between post test scores of control group and experimental group.

Hypothesis 3

There is no significant difference between pre test and post test scores of control group.

Table - 3

Difference Between Pre Test and Post Test Scores of Control Group

Test	N	Mean	S.D	t - value	p - value	Result
Pretest	20	45.80	11.870	-0.589	0.563	N.S
Posttest	20	48.00	16.358			

Interpretation

The table - 3 shows that the p value is greater than 0.05 at 5% level of significance.

Hence the null hypothesis is accepted. That is, there is no significant difference between pre test and post test scores of control group.

Hypothesis 4

There is no significant difference between pre test and post test scores of experimental group.

Table - 4
Difference Between Pre Test and Post Test Scores of Experimental Group

Test	N	Mean	S.D	t - value	p - value	Result
Pretest	20	42.65	18.187	-11.858	0.000	S
Posttest	20	89.90	6.138			

Interpretation

The table - 4 shows that the p value is less than 0.05 at 5% level of significance.

Hence the null hypothesis is rejected. That is, there is significant difference between pre test and post test scores of experimental group.

Findings

1. No significant difference is found between pre test scores of control group and experimental group.
2. Significant difference is found between post test scores of control group and experimental group.
3. No significant difference is found between pre test and post test scores of control group.
4. Significant difference is found between pre test and post test scores of Experimental group.

Interpretation of the Study

From the results derived from the testing of hypothesis, it is observed that the control and experimental group differ significantly in the post test scores. The experimental group students are found to be superior to control group students with regard to post test achievement score. This may be due to the fact that the students of V standard may gain more information or knowledge during the experimental teaching of geometry. Environmental models of teaching improve the creativity of bright students and the dull students can also understand the content easily. In traditional method students may omit some concepts, unknowingly, but through Environmental model method increase the interest of students. It saves the time for learning. During examinations, students can learn the concept on seeing the picture itself.

This study further revealed that there is significant difference between pre test and post test scores of control group. The post test scores of control group is greater than the pre test scores of control group. This may be due to the effectiveness of teaching method used by the teacher who handles the subject to the control group. Hence, they are found to be superior in this regard.

In the experimental group, there is significant difference between pre test and post test scores of students of standard V. The post test scores of experimental group students is greater than the pre test scores of experimental group students. The reason behind this may be the method of teaching (direct experience) may provide various information about the geometry. Through direct experience, the students are able to understand the concept meaningfully.

Educational Implication

The present study reveals that the Environmental Model is more useful to students than the traditional method. It prepares the students to think about the lessons to come. It promotes the active processing information. It is a method of bridging and linking old information with something new. It used to give knowledge to the students in order for this framework to be followed and new information retained for recall and transfer.

The investigator of the present study would like to recommend the following educational implications.

1. The Environmental Model method of teaching should be introduced in the primary schools for the development of mathematical attitude and interest in pupils.
2. Faculty improvement programmes viz., orientation courses refresher courses, seminar and workshop should be organized for teachers to familiarize them with various instructional strategy such as Environmental Model.
3. Model lesson transcripts based on the Environmental Model of teaching on selected units may be developed by an experts team and made available to the teachers.
4. The present study proves the effectiveness of direct experience for teaching geometry to the students of standard V. Considering the meritorious aspects of such teaching method, the teacher handling difficult subjects may use this method of teaching for the better understanding of the subject matter among the students.
5. The teacher should adopt novel methods of teaching. Such introduction of novel practices in teaching promotes interest and involvement in the subject among the students. It also motivates the students to learn the subject matter with spirit and enthusiasm, which in turn, the scholastic achievement of students may also be increased.
6. The experiment done in the present study cannot be implemented in the classes where the student's strength is more in number. Such classes may be divided into two or three sub-sections and they can be given this experiment with the help of fellow teachers.
7. The government and educational authorities should encourage the teachers who undertake or introduce such novel experiment in lieu of the traditional method of classroom teaching.
8. The direct experience of field trip should be introduced not only for the Mathematics students but also for the subject groups. While making field trips, the students should be properly guided by the teacher or the expert in the concerned field and the students

should take necessary notes. After the field trip or direct experience, the teachers should provide additional time for clarifying their doubts.

9. Proper guidelines should be provide in the method field study, evaluation and grading.

Conclusion

In this study Environmental Model was found to be more effective than the Traditional method. The traditional chalk and talk method is effective to some extent only.

The Environmental Model is more effective than the traditional method because of the following reasons,

1. Environmental Model attracts the pupils to listen and learn
2. Environmental Model increases the pupils comprehensive ability
3. It improves the pupils memory and retention
4. Environmental model gives a variety of experience to individual and helps to acquire a basic understanding.
5. It helps the individual to acquire knowledge in Geometry.
6. It increases the skill of identifying and solving problems.
7. It provides individuals with an opportunity to be activity involved at whole levels in learning.

So, Environmental model is a powerful tool in the classroom situation as well as outside situation.

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A Tool Construction and Standardization of Para-Academic Activities

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In the present study, Para-Academic Activities scale has been constructed and standardized of the Higher Secondary Students. This scale consists of 75 statements. The simple random sample technique was used for this study. The sample consists of 100 Higher Secondary Students are randomly selected from the Thiruvannamalai Districts. The 't' value was used to standardize the tool and finally 36 statements were retained for the final study.

Key words: Para-Academic Activities, Higher Secondary.

Introduction

Para-academic activities are those activities that enhancement of the teaching learning process. For example, organization of clubs is one

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of the Para-academic activities; attending science and social science fairs are also a Para-academic activity in the teaching of science or social. Science or Social quiz activity is also a Para-academic activity, which enhancements the teaching-learning process. Para-academic activity has a vital role in the teaching of science or social.

Para-academic activities are now considered to be an intrinsic part of the education endeavor in a secondary school. Till recently, these were called extra-curricular activities. But now these have been recognized as a part of regular curriculum for the complete education of the students. In fact, curricular and Para-academic activities are now considered complementary to each other, both deserving equal weight and emphasis in the total program of the secondary schools.

Operational Definition of the Terms

Para-academic activities mean it is to be an intrinsic part of the education endeavor in a secondary school or college as well as, these was called extra-curricular activities or co-curricular activities. But now these have been recognized as a part of our regular curriculum for the complete education of the students. In fact, curricular and Para-academic activities are now considered complementary to each other, both deserving equal weight and emphasis in the total program of the secondary schools. Such Para-academic activities are “visits to museum, zoo and mathematics, computer, science and social fairs and exhibitions, field trips to the historical and geographical places, coins exhibition, scientific hobbies, science and social clubs, and Indian association for extra: curricular activities”.

Pilot Study

The investigator has broadly thinking for my research and a few readymade or standardized tools available on the society but investigator feels, accurate scale needed to do my research on perfectly. So, the investigator has prepared 75 statements of Para-academic activities scale, with help of the guide and it has five dimensions (Academic development, Interest development, Attitude development, Social development and Health and Hygiene development). As well as, before went to pilot study the investigator got it feedback and suggestions from concern subject experts. Finally, the investigator has conducted pilot study; this study to represent all

the characteristics of population, probability sampling technique was used. For the selection of schools and students, simple random sampling technique was used. 100 students were taken as the sample from four higher secondary schools in the Thiruvannamalai District.

Scoring Procedure

The investigator has constructed and standardization of Para-academic activities scale scoring procedure is YES or NO type. All statements are positive and each statement is having YES or No response, if response is 'YES' given one mark, if response is 'NO' given zero mark.

Items Selection

According to Edwards (1957), "the value of 't' is a measure of the extent to which a given item differentiates between the high and low groups. If the 't' value is equal to or greater than 1.96, it indicates that the average response of the high and low groups to a statement differs significantly, provided there are 27 or more subjects in the high group and also in the low group".

The 't' value of all the 75 items were obtained to select the items for the final draft. Out of 75 items, 36 items were having 't' value more than 1.96 and 39 items were deleted. They are given in table -1.

Item selected for the final draft of the Para-academic activities based on their 't' value between upper and lower group:

Table -1

Item Numbers	't' Value	Item selected*	Item No. in the final Draft of PAA
1	2.180	S	1
2	1.087	-	-
3	1.004	-	-

4	3.317	S	2
5	2.068	S	3
6	1.000	-	-
7	1.000	-	-
8	1.000	-	-
9	0.000	-	-
10	2.375	S	4
11	2.594	S	5
12	0.869	-	-
13	1.408	-	-
14	2.324	S	6
15	1.000	-	-
16	0.000	-	-
17	0.869	-	-
18	4.561	S	7
19	1.600	-	-
20	2.750	S	8
21	2.750	S	9
22	1.408	-	-
23	2.934	S	10
24	0.585	-	-

25	2.294	S	11
26	3.519	S	12
27	0.000	-	-
28	3.581	S	13
29	5.701	S	14
30	2.750	S	15
31	0.585	-	-
32	3.606	S	16
33	1.941	-	-
34	2.451	S	17
35	0.268	-	-
36	1.600	-	-
37	1.000	-	-
38	2.000	S	18
39	0.462	-	-
40	0.691	-	-
41	1.749	-	-
42	1.185	-	-
43	2.153	S	19
44	2.675	S	20
45	1.000	-	-

46	0.288	-	-
47	1.147	-	-
48	2.252	S	21
49	1.654	-	-
50	1.004	-	-
51	2.126	S	22
52	2.126	S	23
53	1.803	-	-
54	3.309	S	24
55	1.363	-	-
56	2.473	S	25
57	3.309	S	26
58	2.431	S	27
59	1.306	-	-
60	1.442	-	-
61	1.442	-	-
62	1.442	-	-
63	0.000	-	-
64	3.309	S	28
65	1.537	-	-
66	3.278	S	29

67	2.750	S	30
68	2.431	S	31
69	0.270	-	-
70	2.153	S	32
71	2.726	S	33
72	2.068	S	34
73	1.749	-	-
74	2.590	S	35
75	2.675	S	36

S= selected*

Here, the investigator has mentioned 36 selected statements only.

Table-2

2	Statements	Yes	No
Academic Development			
1.	I use library for my subject related references.		
2.	I have drawn important of subject content and sub-content in charts and have placed in my class room.		
3.	During holidays, I use to go to special classes for studying school subjects.		

4.	As I study for my exams, I could not exhibit my talents.		
5.	I use to go for education tour arranged by my school.		
6.	I read newspaper daily.		
Interest Development			
7.	I wish to participate in school cultural activities.		
8.	I would like to collect ancient coins and postal stamps of various countries.		
9.	I like to read literatures.		
10.	My parents do not allow me to have pets at home.		
11.	I decorate my room with toys and posters of natural scenery.		
12.	I like to tell the stories to others.		
13.	I Would like to be a pupil leader in class or school.		
14.	I wish to share the awareness issues, with my class mates.		
15.	I like to gather the handicraft items.		
Attitude Development			
16.	Getting good marks in examination will develop positive interest towards skill development.		

17.	I am able to balance my sports and academic performance because of my teachers and parents encouragement		
18.	Most of the schools do not give attention to sports and cultural activities as serious as academic results.		
19.	I will succeed in art field (Story/ Poetry/ literature) and reach ultimate position in them.		
20.	I feel that the success in sports, gives me a confidence towards life.		
Social Development			
21.	In holidays, I used to go out with my friends for chatting.		
22.	I would like to go to my native place in holidays, to meet my Relatives and Friends.		
23.	I want to involve in social service to serve the poor people.		
24.	Participating in games surely build an attitude of being together.		
25.	I participate in all religious festivals of my friends.		
26.	I interestingly participate in social awareness program conducted by school.		
27.	Educational excursion helps to learn the art and cultures of other parts of our nation.		
Health & Hygiene Development			
28.	I believe doing yoga gives mental and spiritual strength to me.	28.	

29.	If I am not well, I keep myself away from my class mates.	29.	
30.	I used to play my favorite games whenever I have leisure time.	30.	
31.	In my school, often conduct the health check up camps for students.	31.	
32.	Many times I skip food while playing games interestingly.	32.	
33.	I have healthy mental attitude towards opposite gender, because I am Friendly to all.	33.	

Reliability

The reliability of the tool was measured by split-half method. Split a test into two halves, usually the odd-numbered items and the even-numbered items, and then correlate the scores obtained by each person on one half with those obtained by each person on the other. This procedure, which yields an estimate called the split-half reliability, enables a research to determine whether the halves of a test are measure the same quality or characteristic. The obtained correlation coefficient (r_1) is then entered into Spearman-Brown formula to calculate the whole test reliability (r_2). The sample size is 100. The investigator has found reliability coefficient of correlation is 0.88. These coefficients of correlation suggest that the Para-academic activities tool possess reliability for continue this research work.

Validity

Validity reveals the merits of our measurement. This Para-academic activities scale has five dimensions (Academic development, Interest development, Attitude development, Social development and Health and Hygiene development). It was given to the concern subject (Education, Sociology and Psychology) experts in order to find out its

content validity. The experts granted that the items in the scale provided adequate coverage of the concept do to the work.

Conclusion

The investigator is hopeful that this scale would be helpful to measure Para-Academic Activities the level of the higher secondary students. Hence, this tool will be very useful for the investigator to measure to what extent the level of Para-Academic Activities is in the Higher Secondary Students and it may be utilized and extended in the same for the future researchers.

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A Comparative Study on Environmental Awareness and Mental Health of Higher Secondary Students of Kuzhithurai Educational District

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The present study aims to compare the Mental Health and Environmental Awareness of higher secondary students of Kuzhithurai Educational District. A sample of 250 students was drawn adopting simple random sampling technique from Government, Aided and Unaided higher secondary schools of Kuzhithurai Educational district of Kanyakumari district of TamilNadu. Descriptive survey method was employed to collect the data. The 't'- test and F – test and percentage were used for finding the significance of means and significance of relationship between dependent and independent variables. The study revealed that there were no significance differences in mental health of rural and urban students. The study also explored that there was a positive relationship between mental health and Environmental Awareness.

Keywords: Mental Health, Environmental Awareness, rural and urban students.

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Introduction

Mental health is a pretty broad term. Some use it as a simple synonym to describe our brain's health. Mental health describes our social, emotional, and psychological states, all wrapped up into one. Someone who experiences "good" mental health, therefore, has found a balance in his or her social, emotional and psychological areas of life. Generally a person with balance is satisfied and happy with how these areas are performing in their lives, even if it appears to someone else they are not in balance. Bhatia (1982) considers mental health as the ability to balance feelings, desires, ambitions and ideals in one's daily living. It means the ability to face and accept the realities of life.

One should remember that this earth has everything to satisfy the needs of animals and human beings but not greed of the living beings. Today's environmental awareness is such in which the harmony and balance between the organism and environment is totally disturbed. Deforestation, pollution, construction of building and use of dynamite to make roads and tunnels disturbed the ecological in balance everywhere which has lead to a great disaster. It can be saved when awareness is brought in school campus as well as in our children and students. Teachers can only motivate and educate. Meinhold and Malkus (2005) emphasized the importance of environmental awareness to individuals about ecology and ecological balance and to combine the knowledge with values leading to action. The main objective of this study was to compare the environmental awareness and mental health with regards to gender and locality.

Need and Significance

Over recent decades, global problems relating to degradation of natural resources and pollution have increased dramatically. Natural resources are depleted by excessive use. Fresh water scarcity on a global scale, deforestation, degradation of river areas, soil depletion and loss of biodiversity are some of the problems that have become a major concern. Air and water pollution have reached such levels that have already resulted in serious health problems, as well as negative impact on the environment. Awareness is essential to solve these problems. So without environmental awareness, our higher secondary school students will not be able to motivate our future generation to take environment related problems as challenge.

Mental health is the measure of a person's ability to shape his environment to adjust to life as he has to face it, and to do so with a reasonable and happiness. The aim of mental health is to prepare the individual to be happy, productive and useful to his fellow human being by contributing to a changing and challenging society. Mental health which today is recognized as an important aspect of one's total health status. It is a basic factor that contributes to the maintenance of physical health as well as social effectiveness. Modern age is the age of competition which results in tension and mental illness. So mental health is of particular importance in learning and increase scientific knowledge.

Objectives of The Study

1. To find out the significant difference if any, in the environmental awareness of the higher secondary students with respect to their gender.
2. To find out the significant difference if any, in the environmental awareness of the higher secondary students with respect to their age
3. To find out the significant difference if any, in the mental health of the higher secondary students with respect to their gender
4. To find out the significant difference if any, in the mental health of the higher secondary students with respect to their age.
5. To compare the environmental awareness and mental health of the higher secondary students.

Hypotheses of The Study

Following hypotheses have been framed for testing the present study.

H₀₁: There is no significant difference between Higher Secondary school students on environmental awareness with regard to gender

H₀₂: There is no significant difference between Higher Secondary school students on environmental awareness with regard to age

H₀₃: There is no significant difference between Higher Secondary school students on mental health with regard to gender

H₀₄: There is no significant difference between Higher Secondary school students on mental health with regard to age.

Method Used for The Present Study

The investigator has used survey method to study the relationship between the environmental awareness and mental health of higher secondary school students of Kuzhithurai Educational District.

Population & Sample

Population for the present study comprises of higher secondary school students from various schools in Kuzhithurai Educational District. The sample of the present study consists of 250 higher secondary school students from ten higher secondary schools.

Description of The Tool & Data Collection

A personal data sheet has been used to collect data of background variables. Environmental Awareness questionnaire consists of 38 statements and Mental Health Inventory consists of 55 statements with five point scale namely Strongly Agree, Agree, Undecided, Disagree and Strongly Disagree. For the purpose of collecting data, the investigator has selected 10 higher secondary schools in Kuzhithurai Educational District.

Analysis of Data

H₀₁ There is no significant difference between Higher Secondary school students on environmental awareness with regard to gender.

Table – 2

Significance difference between higher secondary school students in their environmental awareness with regard to gender

Environmental Awareness						
Male		Female		t- Value	P - Value	Remarks (5% level)
Mean	S. D	Mean	S. D			
112.286	18.707	107.159	20.466	2.026	0.044	S

S – Significant

From the table - 2 it is clear that the P – value is less than 0.05 at 5% level of significance. Hence the null hypothesis is not accepted. It shows that there is significant difference between higher secondary school students in their environmental awareness with regard to gender.

H₀₂: There is no significant difference between Higher Secondary school students on environmental awareness with regard to age.

Table - 3

Significance difference between higher secondary school students in their environmental awareness with regard to age

Environmental Awareness						
16		17		t- Value	P - Value	Remarks (5% level)
Mean	S. D	Mean	S. D			
109.145	20.165	109.980	18.823	- 0.265	0.791	N S

S – Not Significant

From the table - 3 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between higher secondary school students in their environmental awareness with regard to age.

H₀₃: There is no significant difference between Higher Secondary school students on mental health with regard to gender.

Table - 4

Significance difference between higher secondary school students in the mental health with regard to gender

Mental Health						
Male		Female		t- Value	P - Value	Remarks (5% level)
Mean	S. D	Mean	S. D			
143.448	23.850	144.200	27.402	- 2.226	0.821	N S

N S – Not Significant

From the table - 4 it is clear that the P – value is greater than 0.05 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between higher secondary school students in their mental health with regard to gender.

H₀₄: There is no significant difference between Higher Secondary school students on mental health with regard to age.

Table - 5

Significance difference between higher secondary school students in the mental health with regard to age

Mental Health						
16		17		t- Value	P - Value	Remarks (5% level)
Mean	S. D	Mean	S. D			
141.860	24.891	151.980	28.545	2.495	0.013	S

S – Significant

From the table - 5 it is clear that the P – value is less than 0.05 at 5% level of significance. Hence the null hypothesis is not accepted. It shows that there is significant difference between higher secondary school students in their mental health with regard to age.

Findings

- There is significant difference between the Higher Secondary School Students in their Environmental Awareness based on gender.
- There is no significant difference between the Higher Secondary School Students in their Environmental Awareness based on age.
- There is no significant difference between the Higher Secondary School Students in their mental health based on gender.
- There is significant difference between the Higher Secondary School Students in their mental health based on age.

Interpretation of The Study

On comparing the level of environmental awareness of higher secondary school students based on gender, it is found that there is average level of environmental awareness. There is significant

difference between the higher secondary school students in their environmental awareness based on their gender.

On comparing the level of environmental awareness of higher secondary school students based on age, it is found that there is average level of environmental awareness. There is no significant difference between the higher secondary school students in their environmental awareness based on their age.

On comparing the level of mental health of higher secondary school students based on gender, it is found that there is average level of mental health. There is no significant difference between the higher secondary school students in their mental health based on their gender.

On comparing the level of mental health of higher secondary school students based on age, it is found that there is average level of mental health. There is significant difference between the higher secondary school students in their mental health based on their age.

Comparison of Environmental Awareness and Mental Health

Female higher secondary school students have more environmental awareness and good mental health than male higher secondary school students.

Sixteen years old higher secondary school students have better environmental awareness and mental health than seventeen years old higher secondary school students.

Educational Implication

From the analysis of the present study the investigator wishes to recommend the following.

- To enhance the chances of creating more awareness about the environment, the education process has to play more a practical role.
- The subject of environmental education should be included as compulsory subject in curriculum.
- Special emphasis should be given on students at lower school level because they are tomorrow's citizens and educating them means educating a generation.
- Making simple exercises such as walking and jogging in outside of home is a great boost to your mental health, going for a walk or run outside has even more vital health benefits.

- Students should get balanced diet which includes vitamin B12 which keep them from getting depression, anxiety, paranoia and more harmful problems. This vitamin can be get from eating foods such as eggs, poultry and dairy products like milk.
- Students should write simple goals in a book let and try to achieve it.

Conclusion

The investigator found that, rural and urban higher secondary school students have average level of environmental awareness and mental health. There was significant difference between rural and urban higher secondary school students in environmental awareness and mental health. Higher secondary school students arriving from rural area have more awareness on their environment and mental health than those higher secondary school students arriving from urban area.

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Counselling to Adolescent in Education

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Adolescence is a period when individual is overwhelmed by a number of simultaneous developments, therefore to meet this situation proper guidance is needed in this period. It has been observed that adolescents become neurotic due to their tensions and worries. They develop some abnormal symptoms which have noted earlier. A teacher should locate the students and counseling should be given for removing the abnormality.

Concept of Counselling

The concept of counseling as of a group of service which make up the guidance programme is generally accepted. Similarly, the two terms counseling and interview, are not inter changeable. Interview is a face -to-face discussion between the counselor and the counselee. Counselling can be given through correspondence and the telephone conversations. Counselling is a wider term which includes interview as one of its techniques

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Objectives of Counselling

1. To help the students to become more nature and more self actuated.
2. To help student to become more forward in a positive and constructive way.
3. To assist the student to grow towards socialization by utilizing his own resources and potential.

Method of Counselling

There are three main methods of counseling

Directive Counselling

Under this method counselor has to play the main role, it is counselor – centred approach. A counselor has to advise and suggest some remedy to the counselee. It is also known prescriptive counseling

Non – Directive Counselling

Under this method, importance is given to counsellee's development. There is no direction or imposition from outside but counselee has decision according to his own. It is also known as counselee – centered approach. The counselee is given full freedom and expresses frankly without any hesitation. It is known as permissive counseling.

Elective Counselling

Under this method, importance is given to both counselor and counselee. The both remain active in counseling process. It includes both type of characteristics of directive and non – directive counseling.

When Counselling Is Required to Adolescent

Miss Bragden gives the following situations which call for treatment through counseling:

- 1) When the student needs not only reliable information but an interested interpretation of such information as he meets his own personal difficulties.
- 2) When the student needs a wise listener with broader experience than his own, to whom he can recount his difficulties, and from whom he may gain suggestions regarding his own proposed plan of action.
- 3) When the counselor has access to facilities for acting in the solution of a student's problem to which the student does not have easy access.
- 4) When the student is unaware that he has a certain problem but for his best development must be aroused to a consciousness of that problem.

What Can Our Schools Do to Help the Adolescents to Learn Their Developmental Tasks Properly

Co – education

Should be provide at the higher secondary stage to help the adolescent students develop proper attitude towards opposite sex.

Sex – Education

Should be included in the curriculum to help the adolescent students learn their sex roles properly.

Vocational Courses

In accordance with the adolescent student's aptitudes, interests and abilities should be made available at the higher secondary stage in order to prepare our adolescents for an occupation.

Moral education and community social service

Should be made compulsory in order to help our adolescents to achieve socially responsible behavior.

Guidance

Personal, Social, Emotional, Educational and Vocational guidance services should be made available at the higher secondary stage. So that adolescents can solve their personal, Emotional, Educational, and Vocational problems.

State the Characteristics of a School Counselling Programme

A good school counseling programme gives the student. Counselling in their physical, educational, vocational, emotional, and social problems.

A good school counseling programme has the following services:

1. It makes a systematic and comprehensive study of its pupils. It gathers data about the pupils home and environmental conditions, abilities and aptitudes, interests, leisure activities, plans and goals, etc.
2. It offers the pupil the opportunity to receive individual assistance through counseling.
3. It provides the pupil with a wide variety of information about themselves and their educational, vocational and social opportunities.
4. It renders the services of an informational training and research nature to the school staff, parents and community agencies in order to help them meet the need of these pupils.

Who is to be counselled for whom counseling is Required

Generally counseling is required for two categories of people (1) School leavers / cases of dropout (2) School goers

School leavers / Dropout cases:

The students who want to drop out of school must be counseled to think of again and again about their decision regarding dropping out.

If they are compelled to drop / have already decided to leave the school / institution must decide to arrive at and to take proper decision regarding their future plan.

They must explore training facilities, apprenticeship that best suited according to one's level of education easily available in the neighbor and its feasibility in getting job in near – future as per one's educational level.

Counselling for school goers

The school goers who require counseling are:

- Despite high intelligence if some student is consistently underachiever.
- When school achievement drops suddenly without any remarkable reason.
- If school experiences habitual late comers and frequently absentee children.
- Applicable to truant children i.e. who goes to school but never attends the school, he takes interest in other activities like play, movie, move here and there, goes to market place etc.
- Child with problem/ difficulty of participating in classroom i.e. curricular and extra co – curricular activities.

Conclusion

Counseling is a process to provide cure and make the person normal. It is a sort of consultation, exchange of views and deliberation to solve the problems. Observation, interview, cumulative record psychological, educational test, adjustment inventory, personality inventory, case study etc. are the various techniques to collect the material for diagnosing and giving counseling.

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