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# RESEARCH

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# Research Abstracts

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**N.V.K.S.D College of Education**

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## Research Abstracts (2012)



Abitha, S. (2012). **Sociability and risk taking behaviour among prospective teachers.** Master's thesis. (Guide: Dr. Sobha B. C.).

**Objectives:** i) To find out the level of sociability and risk taking behaviour among prospective teachers. ii) To find out significant difference if any in sociability and risk taking behaviour among prospective teachers based on sex, age, religion, locale, marital status, type of management, community and subject. iii) To find out the relationship between sociability and risk taking behaviour of prospective teachers.

**Method:** Normative survey method was used. **Sample:** The sample consisted of 400 prospective teachers from various B.Ed. colleges of Kanyakumari district.

**Tools:** i) Risk taking behaviour inventory (Abitha & Sobha, 2012). ii) Sociability inventory (Anbalagan). **Statistical techniques:** t test, ANOVA and Pearson product moment method of correlation.

**Findings:** i) Prospective teachers had high level of sociability and risk taking behaviour. ii) Significant difference was noted in sociability of prospective teachers based on religion, community and subject. iii) Significant difference was noted in risk taking behaviour of prospective teachers based on religion, age, marital status, community and subject. iv) There existed a positive and significant correlation between sociability and risk taking behaviour of prospective teachers.

Aji, T. (2012). **Disaster management awareness of higher secondary school students.** Master's thesis. (Guide: Mrs. Bindhu Gowri .V.P).

**Objectives:** i) To study the awareness of higher secondary school students on disaster management. ii) To compare the awareness of higher secondary school students on disaster management based on the background variables namely sex, locality, type of management and stream of study. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 higher secondary students.

**Tools:** Disaster management awareness test (Aji & Gowri, 2012). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i) Higher secondary students

in Kanyakumari district had moderate level of disaster management awareness. ii) Sex wise and locality wise differences were not observed, in the disaster management of higher secondary students. Stream of study wise and type of management wise differences were noted in the disaster management of higher secondary students.

**Anbuselvan, M. (2012). Awareness and attitude towards inclusive education of primary school teachers. Master's thesis. (Guide: Mrs. Bindhu Gowri V.P).**

**Objectives:** i) To study the awareness and attitude of primary school teachers towards inclusive education. ii) To find out whether there existed any significant difference in the attitude and awareness of primary school teachers on the basis of sex, locale, marital status, religion, community, type of management, monthly income, qualification, teaching experience and special needs education. iii) To find out whether there is any relationship between awareness and attitude of primary school teachers.

**Method:** Normative survey method was used. **Sample:** The sample consisted of 300 primary school teachers. **Tools:** i) Awareness scale on inclusive education (Anbuselvan & Gowri, 2012). ii) Attitude scale (Bency & Prasad, 2011). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i) Majority of the primary school teachers had high inclusive education awareness and favourable attitude towards inclusive education. ii) There existed significant difference in the awareness of primary school teachers towards inclusive education on the basis of sex and teaching experience. iii) There existed no significant difference in the awareness of primary school teachers towards inclusive education on the basis of locale and marital status. iv) Positive and significant correlation was noted between inclusive education awareness and attitude towards inclusive education of primary school teachers.

**Androline, R. (2012). Values of higher secondary students in relation to their home environment. Master's thesis. (Guide: Mrs. Bindhu Gowri V.P).**

**Objectives:** i) To find out the extent of values and home environment of higher secondary students. ii) To find out the influence of background variables namely

sex, locality, type of management, type of family, religion, community, qualification of parents and monthly income of parents on values and home environment of higher secondary students. iii) To find out relationship between values and home environment of higher secondary students. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** i) Value scale (Androline & Gowri, 2012). ii) Home environment inventory (Bini & Mukundan, 2007). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) There existed significant difference between male and female, rural and urban, government and private school students in their values. ii) No significant difference was noted in the values of students with respect to type of family and locality. iii) Positive correlation was noted between values and home environment of higher secondary students.

Ansilibi, K(2012). **Soft skills among higher secondary school students.** Master's thesis. (Guide: Mrs.Devika.S.).

**Objectives:** i) To measure the soft skills of higher secondary students. ii) To find out the significant difference if any in the soft skills of higher secondary students with respect to the background variables namely sex, locality, religion, community and type of management. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** Soft skills scale (Ansi & Devika, 2012). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i) Locality wise, type of management wise, community wise differences were noted in the soft skills of higher secondary students. ii) No sex wise and religion wise differences were noted in the soft skills of higher secondary students.

Anuba, S. (2012). **Road safety awareness and emotional empathy among higher secondary teachers.** Master's thesis. (Guide: Dr. Sobha B. C.).

**Objectives:** i) To find out the level of road safety awareness and emotional empathy of higher secondary teachers. ii) To find out significant difference if any in road safety awareness and emotional empathy of higher secondary teachers based on

sex, marital status, locale of the school, religion, years of experience, type of management and salary. iii) To find out the relationship between road safety awareness and emotional empathy of higher secondary school teachers. **Method:** Normative survey method was used. **Sample:** The sample consisted of 300 higher secondary teachers from Kanyakumari district. **Tools:** Emotional empathy inventory (Abitha & Sobha, 2012). ii) Road safety awareness Test (Mahilnan, 1984). **Statistical techniques:** t test, ANOVA, Pearson product moment method of correlation. **Findings:** i) Higher secondary teachers had moderate level of road safety awareness and emotional empathy. ii) Significant difference was noted in road safety awareness of higher secondary teachers based on sex and year of experience. iii) Significant difference was noted in emotional empathy based on the background variables, religion and year of experience. iv). No significant correlation was noted between road safety awareness and emotional empathy of higher secondary school teachers.

Aravinth, R. (2012). **Social competency of prospective teachers in relation to their social intelligence.** Master's thesis. (Guide: Dr. Sreelatha S.).

**Objectives:** i) To find out the effect of background variables namely sex, locality, type of management, religion, community, marital status and educational qualification in social competency and social intelligence of prospective teachers. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 prospective teachers from various B.Ed colleges of Kanyakumari district. **Tools:** i) Social competency scale (Aravinth, & Sreelatha, 2012). ii) Social intelligence questionnaire (Chadha & Usha, 1986). **Statistical techniques:** t test, ANOVA and Pearson product moment method of correlation coefficient. **Findings:** i) Locality and type of management wise difference were noted in the social competency of prospective teachers. ii) Type of management wise difference was noted in the social intelligence of prospective teachers. iii) High positive significant correlation was noted in social competency and social intelligence of prospective teachers.

Ariya, G.R (2012). **Organizational climate and job satisfaction of special school teachers.** Master's thesis. (Guide: Dr. Deepa R.P).

**Objectives:** i) To find out the significant differences in organisational climate and job satisfaction of special school teachers based on the background variables, such as sex, community, religion, locality, marital status, nature of special schools, type of the special school, educational qualification, teaching experience and their monthly income ii) To find out whether there existed any relationship between organisational climate and job satisfaction of special school teachers. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 200 special school teachers in various schools of Kanyakumari district. **Tools:** Organisational climate inventory and job satisfaction scale (Ariya & Deepa, 2013). **Statistical techniques:** Percentage analysis, Mean, SD, t test, ANOVA and Pearson product moment method of correlation. **Findings:** i) Sex wise, marital status wise and community wise differences were noted in the organisational climate of special school teachers. ii) Religion and locality had no impact on organisational climate of special school teachers. iii) Organisational climate and job satisfaction of special school to were positively correlated.

Arsha,N. (2012). **Reasoning ability of higher secondary students in relation to intelligence.** Master's thesis. Guide: (Dr.Minikumari.V.S.).

**Objectives:** i)To find out the level of reasoning ability of higher secondary students. ii)To study whether there is any difference reasoning ability of higher secondary students based on sex, locality, type of school and level of intelligence. iii)To find out the relationship between intelligence and reasoning ability of higher secondary students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** i) S.S Test of intelligence (Sanatha Raj). ii)Reasoning ability test (Arsha & Mini, 2012). **Statistical techniques:** Mean, SD, and t test. **Findings:** i) Higher secondary students in Kanyakumari district had low reasoning ability. ii) Highly intelligent students possessed high reasoning ability and low intelligent students had low reasoning ability. iii) There was a positive significant correlation between reasoning ability and intelligence of higher secondary students.

Babu, Anu Siji (2012). **Effectiveness of play activities in improving pro-social behaviour of pre-school children.** Master's thesis (Guide: Dr. Sreelatha.S).

**Objectives:** i) To develop a package of play activities to enhance prosocial behaviour of preschool children. ii) To study the effectiveness of play activities in enhancing prosocial behaviour of pre school children. **Method:** The method used for this study was experimental method. Non-equivalent group pre-test, post-test design was the experimental design employed. **Sample:** This study was conducted on 60 students of the U.K.G class in N.V.K.S. Higher secondary school Attoor. **Tools:** i) A rating scale to measure prosocial behaviour. ii) Package of play activities. (Anu & Sreelatha, 2012). **Findings:** i) Play activities were found to be effective in improving prosocial behaviour of pre-school children.

Bharath, (2012). **Multiple intelligence and achievement in english: A study on prospective teachers.** Master's thesis. (Guide: Mr. Bright C.).

**Objectives:** i) To find out the relationship between multiple intelligence and achievement in English of prospective teachers. ii) To find out the influence of background variables like sex, locality, religion, family, community, type of management in the multiple intelligence of prospective teachers. **Method:** Normative survey method was used. **Sample:** The sample consisted of 300 prospective teachers. **Tools:** Multiple intelligence inventory (Bharath & Bright, 2012) and achievement test in English. **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment correlation co-efficient. **Findings:** i) Significant difference was noted in the multiple intelligence of rural and urban prospective teachers. ii) Multiple intelligence and achievement of prospective teachers were positively correlated.

Blessy, Sweetlin.R (2012). **Spiritual intelligence and teaching aptitude among prospective teachers.** Master's thesis. (Guide : Mrs. Devika.S).

**Objectives :** i) To compare the spiritual intelligence and teaching aptitude of prospective teachers with respect to sex, age, type of management, locality, religion,



community subject, educational qualification of parents. ii) To find out the relationship between spiritual intelligence and teaching aptitude of prospective teachers. **Method:** Normative survey method was used. **Sample:** Sample consisted of 400 prospective teachers. **Tools:** i) Spiritual intelligence test (Ginisha & Devika 2012) ii) Teaching aptitude test (Blessy & Devika 2012) **Statistical techniques:** Mean, t test, SD, ANOVA. **Findings:** i) Sex wise difference was noted in the spiritual intelligence of prospective teachers. Age, type of management, locality, religion, community, subject and educational qualification of parents had no effect in the spiritual intelligence. Selected background variables had no effect in teaching aptitude of prospective teachers. ii) Social intelligence and teaching aptitude of prospective teachers were found to be positively correlated.

Boopathi.P(2012). **Emotional intelligence and mental health status of adolescents.** Master's thesis. (Guide: Mrs. BinduGouri.V.P).

**Objectives:** i) To find out the significant difference if any in the emotional intelligence and mental health status of adolescents, based on age, sex, locality, type of school, community, religion, parental education, monthly income of family, parental occupation, birth order, number of siblings. ii) To study the relationships between emotional intelligence and mental health status of adolescents. **Method:** Normative survey method was used. **Sample:** Sample consisted 400 students from VIII to XII standard students. **Tools:** A scale of emotional intelligence (Preetha & Prasad) ii) Mental health status scale (Mukundan & Sivakumar, 1996). **Statistical techniques:** Mean, SD, ANOVA, correlation coefficient. **Findings:** i) Adolescents had moderate level of emotional intelligence. ii. Locality, gender, religion, community, type of school, monthly income, education of father, and education of mother and birth order of the school adolescents had no effect in their emotional intelligence iii. Occupation of mother and monthly income of parents, occupation of father had effect in the mental health status of adolescents iv. Gender, locality, type of school, education of father, mother and birth order of the adolescents had

no influence is their mental health status.v) Emotional intelligence and mental health status of adolescents were positively correlated.

Brijin, T.B.(2012). **Aspiration and achievement in science: A study on high school students.** Master's thesis. (Guide: Mr. Gireesh Kumar .K).

**Objectives:** i) To find out the level of aspiration and achievement of high school students. ii) To find study the differences if any in the aspiration of high school students based on sex, locale, religion, type of management and educational qualification of parents. iii)To study the relation between aspiration and achievement in science of high school students. **Method:** Normative survey method was used. **Sample:** The present study was conducted on a sample of 400 students of various schools in Kanyakumari district. **Tools:** i) Aspiration scale (Sreeja & Kumar, 2003). ii) Marks scored in first terminal exam were taken as achievement scores. **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's Product moment correlation. **Findings:** i) There was significant difference between a)male and female b)rural and urban c)hindu,christian and muslim d)government, aided and private high school students in their aspiration. ii)No significant difference was noted in the achievement in science of high school students based on gender, locale, religion, type of management and educational qualification of parents.iii)There existed a positive significant correlation between level of aspiration and achievement in science of high school students.

Chithra,C. (2012). **Study skills and academic achievement of higher secondary students.** Master's thesis. (Guide: Dr. Deepa. R.P).

**Objectives:** i)To find out the level of study skills of higher secondary students. ii)To find out whether there is any significant difference in the study skills and academic achievement of the students based on sex, locale, community, type of school, subject selected and parental education. iii)To find out the relationship between study skills and academic achievement of higher secondary students. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** Study skills inventory (Chithra & Deepa, 2012). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product

moment method of correlation. **Findings:** i) Higher secondary students had average study skills. ii) Sex wise and type of school wise significant difference was noted in the study skills of higher secondary students. iii) No significant difference was noted in the study skills of students belonging to various communities and locality. iv) Positive correlation was noted between study skills and academic achievement of higher secondary students.

Christy, Rajini Helen.C (2012). **Mental ability and adjustment of higher secondary students.** Master's thesis. (Guide:Mr. Bright. C.).

**Objectives:** i) To find out the correlation between mental ability and adjustment of higher secondary students. ii) To find out differences if any in mental ability and adjustment of higher secondary students based on the background variables like sex, locality, religion, community, type of management and type of family. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** i) Bell adjustment inventory ii) Mental ability test of Raven's Progressive Matrices were used. **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) There was no significant difference between boys and girls, rural and urban, government and aided students in their mental ability. ii) Community and religion had no influence on the mental ability and adjustment of students. iii) Mental ability and adjustment of higher secondary students were positively correlated.

David, Y. (2012). **Stress coping ability and interpersonal skills of prospective teachers.** Master's thesis. (Guide: Dr. Sreelatha S.).

**Objectives:** i) To measure the stress coping ability and interpersonal skills of prospective teachers. ii) To find out the effect of background variables namely sex, locality, type of management, religion, community, educational qualification and marital status in stress coping ability and interpersonal skills of prospective teachers. iii) To find out the correlation between stress coping ability and interpersonal skills of prospective teachers. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 prospective teachers. **Tools:** i) Stress coping ability scale (David & Sreelatha, 2012). ii) Interpersonal skills questionnaire (Sobha &

Sumi, 2011). **Statistical techniques:** t test, ANOVA and Pearson product moment method of correlation. **Findings:** i) Prospective teachers had average level of stress coping ability and interpersonal skills. ii) Significant difference noted in stress coping ability of prospective teachers based on sex and locality. iii) There was significant difference was noted in interpersonal skills of prospective teachers based on community and educational qualification. iv) No significant correlation was noted between stress coping ability and interpersonal skills of prospective teachers.

Deeba, N.R (2012). **Self esteem and achievement motivation of higher secondary students.** Master's thesis. (Guide: Mrs. Devika. S.).

**Objectives:** i) To measure the self esteem of higher secondary students. ii) To find out the significant difference if any in the self esteem of higher secondary students with respect to the background variables namely sex, locality, religion, community, order of birth and type of management. iii) To find out the significant difference if any in the achievement motivation of higher secondary students with respect to the background variables namely sex, locality, religion, community, order of birth and type of management. iv) To find out the relationship between self esteem and achievement motivation of higher secondary students. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** i) Self esteem inventory (Vidhya & Prasad, 2003) ii) Achievement motivation scale (Deeba & Devika, 2012). **Statistical techniques:** Mean, SD, t test, Pearson's product moment method of correlation. **Findings:** i) No significant difference was noted in the self esteem of higher secondary students based on sex, locality and type of management of school. ii) Sex wise, locale wise, religion wise and community wise differences were noted in the achievement motivation of higher secondary students. iii) Self esteem and achievement motivation were positively correlated.

Esakkiappan, V. (2012). **Effectiveness of concept attainment model in teaching history: An experimental study on eleventh standard students.** Master's thesis. (Guide: Dr. Sreelatha .S).

**Objectives:** i) To determine the effectiveness of Bruner's concept attainment model in teaching history of eleventh standard students. ii) To compare the effectiveness of Bruner's concept attainment model over conventional method in teaching history of eleventh standard students. **Method:** Experimental method was used. Non equivalent pre test post test design was used. **Sample:** The study was conducted in N.V.C. Government higher secondary school, Radhapuram, Tirunelveli. One division (30 students) was treated as experimental group and another (30 students) as control group. **Tools:** i) Teaching manual based on concept attainment model. ii) Achievement test in history for eleventh standard students. **Statistical techniques:** Mean, SD and t test. **Findings:** Concept attainment model was more effective than traditional method in teaching history of eleventh standard students.

Gino, D.E (2012). **Religiosity and value orientation of higher secondary students.** Master's thesis. (Guide: Mrs. Devika S.).

**Objectives:** i) To find out the significant difference if any in the religiosity and value orientation of the higher secondary students with respect to the background variables like sex, locale, religion, community and type of management. ii) To find out the relationship between religiosity and value orientation of higher secondary students. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** i) Value orientation scale (Gino & Devika, 2012). ii) Religiosity scale (Rana & Mukundan, 2002). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) There was no significant difference between : a) boys and girls b) rural and urban higher secondary students in their religiosity. ii) There was no significant relationship between religiosity and value orientation of higher secondary students.

Jayanthi, K.S. (2012). **Self-confidence and emotional adjustment: A study on prospective teachers.** Master's thesis. (Guide: Dr. Minikumari V.S.).

**Objectives:** i) To compare the level of self-confidence and emotional adjustment of prospective teachers. ii) To find out the relationship between self-confidence

and emotional adjustment of prospective teachers. **Method:** Normative survey method was used. **Sample:** The sample consisted of 500 prospective teachers from Kanyakumari district. **Tools:** i) Emotional adjustment scale (Kavitha & Mini, 2011) ii) Self-confidence scale (Jayanthi & Mini). **Statistical techniques:** t test, ANOVA, Pearson product moment method of correlation. **Findings:** i) Low level of self-confidence and emotional adjustment of prospective teachers were noted. ii) self-confidence of prospective teachers and emotional adjustment were positively correlated.

Jeena, P.S (2012). **Multimedia approach and achievement in chemistry : A study on XI standard students.** Master's thesis. (Guide: Mrs. Bindhu Gowri. V.P).

**Objectives:** i) To find out the effectiveness of multimedia approach in achievement in chemistry of XI standard students. ii) To compare the effectiveness of multimedia approach and conventional method on achievement in chemistry of XI standard students. **Method:** Experimental method was used. Non equivalent pre-test post test design was used. **Sample:** The sample consisted of 60 students. **Tools:** i) Achievement test in chemistry (Jeena & Bindhu Gowri, 2012). iii) Multimedia packages for the lesson S block elements developed for the XI standard state board chemistry text book. **Statistical techniques:** Mean, SD, t test, ANCOVA. **Findings:** i) Multimedia approach was found to be effective for teaching chemistry in XI standard when compared to conventional method.

Kaviarasu, P.G (2012). **Achievement motivation and achievement in science of IX standard students in dharmapuri district.** Master's thesis. (Guide: Mr. Gireeshkumar S.).

**Objectives:** i) To find out the differences in the achievement motivation of IX standard students based on sex, locality, type of management, religion, parental occupation and educational qualification of parents. ii) To find out the relationship between achievement motivation and achievement in science of IX standard students based on the background variables. **Method:** Normative survey method was used.

**Sample:** The sample consisted of 400 IX standard students. **Tools:** Achievement motivation scale (Amutha & Mukundan, 2003). **Statistical techniques:** Mean, SD, t test and Pearson's product moment method of correlation. **Findings:** i) No sex wise, religion wise differences were noted in the achievement motivation of IX standard students in Dharmapuri district. ii) Significant difference was noted in the achievement motivation of 9<sup>th</sup> standard students belonging to various types of schools. iii) Achievement motivation and achievement of IX standard students were positively correlated.

Kayathiri, S. (2012). **Awareness of communicable diseases among higher secondary students.** Master's thesis. (Guide: Mrs. Devika S.).

**Objectives:** To find out the significant differences if any in the awareness of communicable diseases among higher secondary students with respect to the background variables sex, locale, religion, community, subject of study and type of management. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 higher secondary students of various schools of Kanyakumari district. **Tools:** Communicable diseases awareness test (Kayathiri & Devika, 2012). **Statistical techniques:** Mean, SD and t test. **Findings:** i) No sex wise, locality wise, religion wise, type of school wise difference were noted in the awareness of communicable diseases of higher secondary students. But significant difference was noted in the awareness of communicable diseases of higher secondary students belonging to different communities and stream of study.

Kumari, Krishna. S (2012) **Relationship between home environment and self concept of high school students.** Master's thesis. (Guide: Mr. Gireeshkumar K.).

**Objectives:** i) To measure the level of home environment and self concept of high school students. ii) To find the significant differences if any in the home environment and self concept of high school students with respect to the background variables namely sex, locale, religion, type of management, nature of school, qualification of parents and monthly income. iii) To study the relationship between home environment and self concept of high school students. **Method:** Normative survey method was

used. **Sample:** The sample consisted of 400 high school students. **Tools:** Home environment inventory (Krishna & Girish, 2012) and self concept (Girish & Prasad, 2001). **Statistical techniques:** Arithmetic mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) No sex wise, locality wise, community wise, type of management wise differences were observed in the home environment of high school students. ii) For self concept no significant difference was noted for the selected background variables. iii) A positive significant correlation was found between home environment and self concept of high school students.

Leninsha.L(2012). **Locus of control of adolescents in relation to their adjustment.** Master's thesis, (Guide: Dr. Sreelatha S.).

**Objectives:** i) To study the locus of control and the level of adjustment of adolescents. iii) To study whether there is any significant difference in the locus of control and adjustment of adolescents on the basis of background variables like sex, locality, type of management, community, religion, order of birth and number of siblings. iv) To find out the relationship between locus of control and adjustment of the adolescents. **Method:** Normative survey method was used. **Sample:** The sample consisted of 600 adolescents studying in VII to XII standard. **Tools:** i) Locus of control scale (Leninsha & Sreelatha, 2012) and ii) Adjustment Inventory (Mukundan & Sreelatha, 1992). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson product moment method of correlation. **Findings:** i) Majority of the adolescents in Kanyakumari district possessed external locus of control. ii) No sex wise, religion wise, type of management wise differences were noted in the locus of control of adolescents. Order of birth and locality had influence on the locus of control of adolescents. Selected background variables had no effect in their adjustment. iii) Positive significant correlation was noted between locus of control and adjustment of adolescents.

Liril Kumar, S.(2012). **Mental health status and achievement in social science of high school tribal students.** Master's thesis, (Guide: Mr. Gireeshkumar S.).





**Objectives:** i) To find out the level and degree of mental health status and academic achievement in social science of high school tribal students. ii) To find out whether there existed any significant difference in the mental health status and achievement in social science of high school tribal students with regard to sex, religion, birth order, type of management, monthly income of parents. iii) To find out whether there existed any significant relationship between mental health status and achievement in social science of tribal high school students. **Method:** Normative Survey method was used. **Sample:** The sample consisted of 400 tribal students. **Tools:** Attoor mental health status scale (Mukundan & Sivakumar, 1993). **Statistical techniques:** Mean, SD, t test, Pearson's product moment method of correlation. **Findings:** i) There existed a significant difference between a) male and female b) government and private school students in their mental health status and achievement. ii) No significant difference was noted in the mental health status of high school tribal students belonging to various communities. iii) There existed significant and positive correlation between mental health status and achievement of high school tribal students.

Madasamy, M (2012). **Environmental ethics of higher secondary students.** Master's thesis. (Guide: Dr. Deepa.R.P.).

**Objectives:** i) To find out the level of environmental ethics of higher secondary students. ii) To find out the significant difference in the environmental ethics of higher secondary students based on sex, community, religion, locale and type of school. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 higher secondary students from various schools of Kanyakumari district. **Tools:** Environmental ethics scale (Madasamy & Deepa, 2012). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i) Higher secondary school students of Thirunelveli district had moderate level of environmental ethics. ii) Community wise, locality wise, stream of study wise differences were noted in the environmental ethics of higher secondary school students. No gender wise and

religion wise differences was observed in the environmental ethics of higher secondary school students.

Manju, N.A. (2012) **Academic stress and achievement in chemistry: A study on higher secondary students.** Master's thesis. (Guide: Dr. Minikumari V.S.).

**Objectives:** i) To find out the level of academic stress of higher secondary students. ii) To find out the differences in academic stress of higher secondary students based on sex, locale and type of school. iii) To find out the relationship between academic stress and achievement in chemistry of higher secondary students. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 Higher Secondary students in Kanyakumari district. **Tools:** Academic stress scale prepared and validated by the investigator (2012). **Statistical techniques:** Mean, SD, t test and Pearson's product moment method of correlation. **Findings:** i) Sex, type of management had influence on academic stress of higher secondary students. Locality had no effect on academic stress of higher secondary students. iii) Academic stress and achievement in chemistry were negatively correlated for the higher secondary students in Kanyakumari district.

Preeba, Y. (2012). **Psycho social problems among adolescents of working and non-working mothers.** Master's thesis. (Guide: Mrs. Bindhu Gowri. V.P).

**Objectives:** i) To study and compare the psycho social problems among adolescents of working and non working mothers. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 adolescents. **Tools:** Psycho social inventory ((Preeba & Bindhu Gowri, 2012). **Statistical techniques:** Mean, SD, t test. **Findings:** i) No sex wise, religion wise, type of family wise, order of birth wise, number of siblings wise, mother's educational qualification wise, monthly income wise, nature of employment wise difference were observed in the psycho social problems of adolescents. ii) Locality wise, type of school wise differences were noted in the psycho social problems of adolescents. iii) Significant difference was

noted between the adolescents of working and non working mothers in their psycho social problems.

Princy Aslin.C(2012). **Social intelligence and interpersonal skills of prospective teachers.** Master's thesis. (Guide: Devika. S).

**Objectives:** i) To find out the significant difference if any , in the social intelligence and interpersonal skills of prospective teachers with respect to background variables namely sex , locality , religion , community , type of management and order of birth.ii) To find out the significant relationship between social intelligence and interpersonal skills of prospective teachers. **Method:** Normative survey method was used. **Sample:** Sample consisted of 400 prospective teachers. **Tools:** i) Interpersonal skill inventory (Princy & Devika 2012). ii) Social intelligence test (Chadha 1992). **Statistical techniques:** Arithmetic mean, SD, t test, ANOVA, Pearson product moment method of correlation . **Findings:** Significant differences noted in social intelligence of prospective teachers based on sex and religion.ii) No significant differences were noted in social intelligence of prospective teachers based on locality, community , type of management and order of birth. ii) Significant difference was noted in interpersonal skill of prospective teachers based on sex, locality , and religion. iv) No significant difference was noted in interpersonal skill of prospective teachers based on community, type of management and order of birth. v) Positive correlation existed between social intelligence and interpersonal skills of prospective teachers.

Raj Donipushpa, T. (2012). **Mental health and frustration tolerance: A study on prospective teachers.** Master's thesis. (Guide: Dr. Minikumari V.S.).

**Objectives:** i) To find out the mental health of prospective teachers. ii) To find out the significant difference if any in the mental health and frustration tolerance of prospective teachers with respect to the background variables sex, locality, religion, community and marital status. iii) To find out the relationship between mental health and frustration tolerance of prospective teachers. **Method:** Normative survey

method was used. **Sample:** The sample consisted of 400 prospective teachers from various B.Ed colleges of Kanyakumari district. **Tools:** i) Frustration tolerance scale (Raj & Mini, 2012). ii) Attoor mental health scale (Mukundan & Sivakumar, 1993) **Statistical techniques:** t test, ANOVA, Pearson product moment method of correlation. **Findings:** i) The prospective teachers had moderate level of mental health. ii) Sex, locality and community had no effect on the mental health and frustration tolerance of prospective teachers. iii) Religion and marital status had effect on the mental health and frustration tolerance of prospective teachers. iv) There existed significant correlation between mental health and frustration tolerance of prospective teachers.

Rajendran, M. (2012). **Personality traits and level of aspiration of high school students.** Master's thesis. (Guide: Mr. Bright. C).

**Objectives:** i) To find out the significant difference if any in the personality traits and level of aspiration of high school students with respect to sex, religion, locality, nature of school and type of management. ii) To study the relationship between the personality traits and level of aspiration of high school students. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 high school students. **Tools:** Personality traits inventory (Bensan & Bright, 2008) and Aspiration inventory (Sreeja & Pradeep, 2003). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) High school students in Kanyakumari district had moderate level of personality and level of aspiration. ii) No significant differences were noted in the personality traits of high school students based on sex, nature of school, type of management. iii) Religion wise and community wise difference were noted in the personality traits of high school students. iv) No significant difference were noted in the level of aspiration of high school students based on sex, locality, religion, nature of school and type of management. v) There existed a significant correlation between personality and level of aspiration for high school students.

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Ramalekshmi,S.(2012). **Critical thinking ability among higher secondary students.** Master's thesis. (Guide: Mrs. Devika S.).

**Objectives :** i) To measure the critical thinking ability of higher secondary students. ii) To find out the significant difference in the critical thinking ability of higher secondary students with respect to the background variables namely sex, locality, religion, community, subject of study and type of management. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** Critical thinking ability test (Ramalekshmi & Devika,2012). **Statistical techniques:** Mean, SD, t test. **Findings:** i) Critical thinking ability of higher secondary students in Kanyakumari district was moderate. ii) Significant difference was noted in the critical thinking ability of rural and urban higher secondary students.

Rekha,R (2012). **Metacognition and proficiency in english language: A study on prospective teachers.** Master's thesis. (Guide: Mr. Bright C.).

**Objectives:** i) To find out the significant difference in the mean scores of meta cognition and proficiency in English language of prospective teachers on the basis of sex, locality, religion, community. ii) To find out the relationship between metacognition and proficiency in English language of prospective teachers. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 300 prospective teachers. **Tools:** Meta cognition inventory and Proficiency test (Rekha & Bright, 2012). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i) Prospective teachers had average level of metacognition and proficiency in English language. ii) No significant difference was noted in the metacognition of prospective teachers based on locality, religion, community. iii) Significant difference was noted in the metacognition of prospective teachers based on sex and course subject. iv) No significant difference was noted in English language proficiency of prospective teachers based on sex, religion and community. v) Meta cognition and proficiency in English language of prospective teachers was positively correlated. v) Significant

difference was noted in the proficiency of English language based on locality and course subject.

Rose, Arul.S(2012). **A study on M-learning awareness of B.Ed students.** Master's thesis. (Guide: Dr.Sobha.B.C.).

**Objectives:** i)To find out the M-learning awareness of B.Ed students. ii)To find out whether there is any significant difference in the M-learning awareness of B.Ed students based on sex, age, locality, type of management, religion, community and mobile ownership. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 B.Ed students from various B.Ed colleges in Kanyakumari district. **Tools:** M-learning awareness test (Rose & Shoba, 2012). **Statistical techniques:** Mean, SD and t test. **Findings:** i) B.Ed students possessed moderate level of M-learning awareness. ii)Locale wise and type of management wise difference were noted in the M-learning awareness of B.Ed. students. iii) No significant difference was noted in the M-learning awareness of B.Ed students with respect to sex, age, type of management, religion, community and mobile ownership.

Sachutha, T.(2012). **Relationship between emotional intelligence and academic stress of prospective teachers.** Master's thesis. (Guide: Mr. Prasad P.S.).

**Objectives:** i)To compare the emotional intelligence and academic stress of prospective teachers with respect to the background variables namely sex, age, marital status, locale, educational qualification and family income. ii)To study the relationship between emotional intelligence and academic stress of prospective teachers. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 prospective teachers. **Tools:** i)Emotional intelligence test (Arockiasamy & Prabha, 2007). ii)Academic stress scale (Sachutha & Prasad, 2012). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i)Sex wise, age wise, locality wise differences were noted in the emotional intelligence and academic stress of prospective teachers. ii)No significant difference was noted in the emotional intelligence and academic

stress of married and unmarried, graduate and post graduate prospective teachers.  
iii) Emotional intelligence and academic stress of prospective teachers were negatively correlated.

Sajeev.Y (2012). **Socio-economic status as a correlate of educational interest of secondary school students.** Master's thesis. (Guide: Mrs.Devika.S).

**Objectives:** i) To find out level of economic status of secondary school students.  
ii) To find out the educational interests and level socio economic status based on sex, locality, type of management, religion and community. iii) To find out the relationship between socio economic status and educational interest of secondary school students. **Method:** Normative survey method was used. **Sample:** Sample consisted of 400 secondary school students. **Tools:** i) Socio economic status scale (Sajeev & Devika) ii) Educational interest scale (Kulshrestha, 1971) **Statistical techniques:** Mean, t test, SD, ANOVA, Pearson product moment method of correlation. **Findings:** i) Secondary students had low level of socio economic status. ii) Sex wise, locality wise, type of management wise, community wise, differences were noted in the socio economic status and interest of secondary school students. iii) Positive significant correlation existed between socio economic status and interest of secondary school students.

Sheeba,S.(2012). **Political awareness among higher secondary students.** Master's thesis. (Guide: Mr. Prasad. P.S.).

**Objectives:** i) To measure the political awareness of Higher Secondary students.  
ii) To find out the influence of background variables namely sex, locality, religion, community, type of management, medium of instruction, educational qualification of parents, monthly income of Higher Secondary students in their political awareness. **Method:** Normative survey method was adopted. **Sample:** The sample consisted of 400 higher secondary school students. **Tools:** Political awareness test (Sheeba & Prasad, 2012). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i) There existed significant difference in the political awareness of higher secondary

students with respect to the sex, type of management and monthly income. ii) No significant difference was noted in the political awareness of higher secondary students with respect to the locality, religion, community, medium of instruction and educational qualification of parents. iii) Female unmarried prospective teachers possessed better political awareness when compared to their counterparts.

**Shimila, A.K. (2012). Learning styles and achievement in mathematics: A study on higher secondary students. Master's thesis. (Guide: Mrs. Sobha B.C).**

**Objectives:** i) To study the significant difference in the learning styles of higher secondary students with respect to gender, locale, type of management and medium of instruction. ii) To assess the relation between learning styles and achievement in Mathematics of higher secondary students. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 higher secondary students. **Tools:** Learning styles inventory (Shimila & Sobha, 2007). **Statistical techniques:** Mean, SD, t test, ANOVA and Pearson's product moment method of correlation. **Findings:** i) There was significant difference between a) male and female b) Tamil and English medium higher secondary students in their learning styles. ii) No significant difference was noted in the learning styles of a) rural and urban b) government and private higher secondary students. iii) A positive significant relationship was noted between learning styles and achievement of higher secondary students.

**Shyla, J. (2012). Awareness on current affairs among prospective teachers. Master's thesis. (Guide: Mrs. Deepa R.P).**

**Objectives:** i) To study the awareness on current affairs among prospective teachers. ii) To study the significant difference in current affairs among prospective teachers based on their gender, locality and community. **Method:** Normative survey method was used. **Sample:** The sample for the study was 400 prospective teachers from various colleges of education in Kanyakumari District. **Tools:** Current affairs awareness test Shyla & Deepa, 2012). **Statistical techniques:** Mean, SD, t test and ANOVA. **Findings:** i) Prospective teachers in Kanyakumari district had average



awareness on current affairs. ii) Gender and locality had significant difference in their current affairs awareness. iii) Male prospective teachers had more current affairs awareness than female prospective teachers.

Sreeja, M. (2012). **Social skills among prospective teachers**. Master's thesis. (Guide: Mrs. Deepa R.P).

**Objectives:** i) To measure the social skills of prospective teachers. ii) To find out the significant differences in social skills of prospective teachers with respect to age, gender, locality, community, type of family, type of institution, parents education and parents occupation. **Method:** Normative survey method was used. **Sample:** The sample for the study was 400 prospective teachers from various colleges of education in Kanyakumari District. **Tools:** Social skills inventory (2011). **Statistical techniques:** Mean, SD, t test, and ANOVA **Findings:** i) The prospective teachers had average social skills. ii) Age, gender, locality, community, type of institution and mothers employment had no significant differences with regard to social skills of prospective teachers.

Sthevan Liza Evelin, S. (2012). **A study on self concept and academic motivation of prospective teachers**. Master's thesis. (Guide: Dr. Sobha B. C.).

**Objectives:** i) To find out the significant difference in the self-concept and academic motivation of prospective teachers based on the variables namely sex, age, locality, religion, community, subject and level of study. ii) To find out the relationship between self-concept and academic motivation of the prospective teachers. **Method:** Normative survey method was used. **Sample:** The sample consisted of 400 prospective teachers. **Tools:** i) Self-concept inventory (Prasad & Kumar, 2001) ii) Academic motivation scale (Liza & Sobha, 2012). **Statistical techniques:** t test, ANOVA, Pearson product moment method of correlation. **Findings:** i) Significant difference was noted in the academic motivation of prospective teachers based on sex, locality, religion. ii) There was a significant positive correlation between self-concept and academic motivation of prospective teachers.

Supriya, Anu .V.(2012). **Scientific aptitude and scientific attitude of higher secondary school students.** Master's thesis.(Guide: Deepa. R.P.)

**Objectives:** i) To find out the level of scientific aptitude and attitude of higher secondary students. ii. To find out the difference in scientific aptitude and scientific attitude of higher secondary students based on gender, locality, type of the school, parental educational qualification, monthly income. iii) To find out the relationship between scientific aptitude and scientific attitude of higher secondary students.

**Method:** Normative survey method. **Sample:** The study was conducted on a sample of 400 students in various higher secondary schools in Kanyakumari district.

**Tools:** Scientific aptitude test battery (Agarwal & Arora 2012) .ii) Scientific attitude scale (Mini & Usha 1995). **Findings:** Significant difference were noted in the scientific aptitude of higher students based on sex, type of school and monthly income of parents, sex, type of school, locality and educational qualification of parents had no effect in the scientific attitude of hr secondary students. Scientific aptitude and scientific attitude were positively correlated.

Thinesh.P (2012). **Internet awareness among D.T.Ed students in kanyakumari district.** Master's thesis. (Guide :Mr. Pavithra Kumar.V.S).

**Objectives:** i) To find out the level of internet awareness of D.T. Ed students. ii) To find whether there existed any significant difference in internet awareness among D.T.Ed students based on sex, locality, type of management, monthly income, and parental qualification. **Method:** Normative survey method was used. **Sample:** Sample consisted of 400 D.T.Ed students from Kanyakumari district. **Tools:** i) Internet awareness test questionnaire (Thinesh & Pavithran, 2012) **Statistical techniques:** Mean, t test, SD, ANOVA. **Findings:** i) D.T.Ed students had a moderate level of internet awareness ii) Sex and locality had effect in the internet awareness of D.T.Ed students. ii) Type of management, class, parental educational qualification, monthly income of the family had no effect in internet awareness of D.T.Ed students.

Usha, P. (2012). A study on cultural intelligence among higher secondary students. Master's thesis.(Guide: Dr.Shoba B.C).

**Objectives :** i)To measure the cultural intelligence of higher secondary students  
ii)To find out whether there existed any significant difference in the cultural intelligence of higher secondary students based on, sex, locality, class, subjects, religion, community, parental education level, type of institution, type of management. **Method:** Normative survey method was used. **Sample:** The sample was consisted of 400 higher secondary school students from Kanyakumari district. **Tools :** Cultural intelligence test (Usha&Sobha,2012). **Statistical techniques:** Mean, t test, SD. **Findings:** i)Higher secondary students in Kanyakumari district had moderate level of cultural intelligence. ii)Religion wise, subject wise differences were noted in the cultural intelligence of higher secondary students. Sex, locality, class of study, community, type of management, parental education had no effect on cultural intelligence of higher secondary students.

