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Educational Abstracts

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PREFACE

Department of Research and Development publishes the abstract of research work done by our M Phil scholars as NVKS M Phil. Educational abstracts. It aims to serve the cause of educational research through disseminating the information about educational researches done on N V K S D. College of Education, Attoor. It contains abstracts of the M Phil Dissertation undertaken by the scholars from 2010-2015.

We hope that this volume will satisfy the needs of the researchers and academics in Education.

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M.Phil. Research Abstracts (2010-2015)

Nair, Nilhya, M. (2010). **Relationship between emotional intelligence and stress among student teachers.** M.Phil.Dissertation (Guide : Dr. B.C. Sobha).

Objectives : i) To find out whether there is significant difference in emotional intelligence and stress among background variables sex, locale, type of management, stream, educational qualification, religion and community. ii) To find out the relationship between stress and emotional intelligence among student teachers with respect to total sample. **Method :** Normative survey method. **Sample :** 309 student teachers. **Tools :** Personal data sheet, emotional, intelligence scale and stress scale. **Statistical techniques :** t test, ANOVA, Person product moment correlation. **Findings :** i) Student teachers have high emotional intelligence and low stress. ii) No significant difference is found emotional intelligence of student teachers based on sex, locale, type of management, level of education and religion. iii) Significant difference is found emotional intelligence of student teachers based on subject of study and caste. iv) No significant difference is found in stress experience of student teachers based on locale, subject of study and level of education. v) Significant difference is found in stress experience of student teachers based on sex, type of management, caste and religion. vi) Emotional intelligence and stress of student teachers are negatively and significantly correlated with each other.

Paul, Jebalin, P.H. (2010). **Student Perception of Teacher effectiveness – A study on college students.** M.Phil.Dissertation (Guide : Dr. B. Krishna Prasad).

Objectives : i) To find out if there is any significant difference in students perception on teacher effectiveness based on the background variables sex, religion, local, community, types of management, stream, year of study. **Method :** Normative survey method. **Sample :** 400 arts and science college students. **Tools used :** Teachers effectiveness inventory. **Statistical techniques :** Mean, standard deviation, t test, ANOVA. **Findings :** i) No significant difference was found in students perception on teacher effectiveness based on sex, religion, locale, community, type of management and year of study. ii) Significant difference was found in students perception on teacher effectiveness based on stream.

Girijakumari, C. (2011). **Certain personality and job involvement of anganwadi workers**. M.Phil.Dissertation. (Guide : Dr. S. Sreelatha).

Objectives : i) To measure the personality and job involvement of anganwadi workers. ii) To find out the influence of background variables namely age, religion, community, experience, marital status, monthly income, job status, and occupation on personality and job involvement of anganwadi workers. iii) To find out the correlation between personality and job involvement of anganwadi workers. **Method :** Normative survey method. **Sample :** 250 Anganwadi workers selected from various Anganwadi blocks of K.K. Dist. **Tools used :** Personality inventory and Job involvement scale by the investigator. **Statistical Techniques used :** Mean, SD, t test, ANOVA, Pearson product moment correlation. **Findings :** i) The Anganwadi workers have moderate level of personality and job involvement. ii) Significant difference was noted in personality of anganwadi workers based on community and occupation. iii) No significant difference was noted in personal of anganwadi workers based on age, religion, experience, Marital status monthly income and job status. iv) Significant difference was noted in job involvement of anganwadi works based on, age, religion, experience, marital status, monthly income and job status. v) No significant difference was noted in job involvement of anganwadi workers based on community and occupation. vi) There existed positive and significant correlation between personality and job involvement of anganwadi workers.

Prasad, Sharmila.R.(2011). **Personality trails and Class room behavior of primary school teachers**. M.Phil.Dissertation. (Guide. Dr. B. Krishna Prasad).

Objectives : i) To study the personality trails and classroom behavior of primary school teachers. ii) To study whether personality trails and classroom behavior do or do not significantly differ between male and female teachers, rural and urban teachers and aided, unaided, and government primary school teachers. **Method :** Normative survey method and observation method. **Sample :** 250 primary school teachers. **Tools used :** Personality trait questionnaire by the investigator, Flander's Interaction Analysis category (FIAC) system, personal Information schedule. **Statistical technique used :** t test, ANOVA, Scheffé's test, Person product moment correlation. **Findings :** i) Significant difference was noted

in personality traits of primary school teachers based on sex, type of management. ii) No significant difference was noted in personality traits of primary school teacher based on locality. iii) Significant difference was noted in personality traits of primary school teacher based on locality. iv) Significant difference was noted in classroom behavior of primary school teachers based on type of school. v) No significant different was noted in classroom behavior of primary school teachers based sex and locality. vi) There exist positive correlation among sex, locality and type of management of primary school teachers.

Priya, S (2011). **Organisational climate and job satisfaction of teacher educators of in B. Ed Colleges**. M.Phil.Dissertation. (Guide Dr. B.C. Sobha).

Objectives : i) To compare the mean scores of organizational climate and job satisfaction of teacher educators based on, sex, locale, religion, community, teaching experience, monthly income and marital status. ii) To study the relationship between organizational climate and job satisfaction of teacher educators. **Method :** Normative survey method. **Sample :** 200 teacher educators. **Statistical techniques used :** t test, correlation coefficient. **Finding :** i) There exists significant relationship in the organizational climate and job satisfaction of teacher educators. ii) Significant difference was noted in organizational climate and job satisfaction of teacher difference was noted in organization climate and job satisfaction of teacher educators based on, religion, community, teaching experience, monthly income and marital status.

Sam, Edwin (2011). **Mental health status and job satisfaction of teacher educators**. M.Phil. Dissertation (Guide : Dr. Minikumari. V.S.).

Objectives : i) To find out the mental health status and job satisfaction of teacher educators. ii) To find out whether there is any significant difference in mental health status of teacher educators with reference of background variables namely sex, age, marital status, subject, teaching experience, locale and monthly income. iii) To find out whether there is any significant difference in job satisfaction of teacher educators with reference to background variables namely sex, age, marital status, subject, teaching experience, locale and monthly income. iv) To find out the relationship between mental health status and job satisfaction of teacher educators. **Method :** Normative survey method. **Sample :** 300 Teacher educators.

Tools : Attor mental health scale (R. Mukundan and Siva Kumar (1993)) and, Job satisfaction scale, personal Data sheet. **Statistical techniques** : Arithmetic mean, standard Deviation, t test, ANOVA, person's product moment correlation. **Findings** : i) Teacher educators have high level of mental health status and job satisfaction. ii) No significant difference id found in mental health status of teacher educators based on age, type of college, teaching experience, locale and monthly income. iii) No significant difference was found in job satisfaction of teacher educators based on sex, age, marital status, subjects and type of college. iv) Significant difference was found in job satisfaction of teacher educators based on teaching experience, locale and monthly income. v) Mental health status and job satisfaction of teacher educators were positively and significantly correlated with each other.

Sathikumari, S. (2011). **Quality of life and job satisfaction – A study on higher secondary school teachers.** M.Phil.Dissertation. (Guide : Dr. B.C. Sobha).

Objectives : i) To compare the quality of life and job satisfaction of higher secondary school teachers based on sex, locale, type of management, year of experience, Marital status, community, religion. ii) To find the relationship between quality of life and job satisfaction of the higher secondary school teachers. **Method** : Normative survey method.

Sample : 400 higher secondary school teachers. **Tools used** : Quality of life inventory [Ajith and Sreelatha], job satisfaction scale by the investigator. **Statistical techniques used** : Mean, SD, ANOVA, t test, correlation. **Findings** : i) Significant difference was noted in quality of life of higher secondary school teachers based on gender, marital status, and locality. ii) No significant difference was noted in quality of life of higher secondary school teachers based on community, religion, type of management and year of experience. iii) Significant difference was noted in job satisfaction of higher secondary school teachers based on locality, type of management and marital status. iv) No significant difference was noted in job satisfaction of higher secondary school teachers based on, sex, community, religion and year of experience. v) There was a positive correlation between quality of life and job satisfaction of higher secondary school teachers.

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N.V.K.S.S.B. M.Phil. Research Abstracts

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Sindhu, I. (2011). **A study on personality traits and leadership behavior of school heads in Kanyakumari District.** M.Phil.Dissertation (Guide Dr. S. Sreelatha).

Objectives : i) To measure the personality traits of school heads. ii) To find out the prominent leadership styles adopted by the school heads. iii) To compare the heads categorized on the basis of background variables mainly gender, locale, religion, type of management and experience on their personality. iv) To find out the association between leadership style followed by the heads of the schools and selected background variables. v) To find out the relationship between personality traits and leadership behavior of the total sample and sub samples. **Method** : Normative survey method. **Sample** : 200 school heads. **Tools used** : Personality traits inventory, leadership behavior scale, personal data sheet. **Statistical techniques** : t test, ANOVA, person product moment correlation. **Findings** : i) School heads had moderate level personality traits. ii) No significant difference was found in personality traits of school heads based on sex, religion, locale, type of management and years of experience. iii) There existed significant correlation between personality traits and leadership behavior of school heads based on sex, religion, locale, type of management and years of experience.

Sophia, Y. (2011). **Life satisfaction and job satisfaction – A study on primary school teachers.** M.Phil.Dissertation (Guide : Dr. Sreelatha).

Objectives : i) To measure the life satisfaction and job satisfaction of primary school teachers. ii) To find out the effect of background variables namely sex, marital status, locality, type of management, religion, community and teaching experience in life satisfaction and job satisfaction of primary school teachers. iii) To compare the low, average and high life satisfaction groups of teachers on their job satisfaction. iv) To find out the relationship between life satisfaction and job satisfaction of the total sample and subsample. **Method** : Normative survey method. **Sample** : 300 primary school teachers. **Tools used** : Life satisfaction scale, job satisfaction scale personal information schedule. **Statistical techniques** : t test, ANOVA, person product moment correlation. **Findings** : i) Primary school teachers have average level of life satisfaction and job satisfaction. ii) Significant difference is found in life satisfaction of primary school teachers based on sex. iii) No

significant difference is found in life satisfaction of primary school teachers based on religion, community, marital status, locale and teaching experience. iv) Significant difference is found in job satisfaction of primary school teachers based on sex, religion, teaching experience and type of management. v) No significant difference was found in job satisfaction of primary school teachers based on community, marital status and locality. vi) There was a positive and significant correlation between life satisfaction and job satisfaction for total sample and sub sample.

Vijila, T. (2011). **Professional commitment and job satisfaction of teacher educators.** M.Phil.Dissertation (Guide : Dr. B. Krishna Prasad).

Objectives : i) To find out the difference if any in the professional commitment of teacher educators on the basis of sex, locality, religion, marital status, community, teaching experience, age and monthly income. ii) To find out the difference if any in the job satisfaction of teacher educators on the basis of sex, locality, religion, marital status, community, teaching experience, age and monthly income. iii) To find out the relationship existing between professional commitment and job satisfaction of total sample and sub samples. **Method :** Normative survey method. **Sample :** 400 Teacher education. **Tools used :** Professional commitment scale (prepared by kanchan kohli – 2005), job satisfaction scale, General Data sheet. **Statistical techniques:** t test, ANOVA, Person product's moment method of correlation. **Findings :** i) No significant difference found in professional commitment of teacher educators based on sex, marital status, community, teaching experience, age, monthly income. ii) Significant difference found in professional commitment of teacher educators based on local and religion. iii) No significant difference found in job satisfaction of teacher educators based on sex, religion, marital status, community, teaching experience, age, monthly income. iv) Significant difference found in job satisfaction of teacher educators based on locale. v) Their existed positive and low correlation between professional commitment and job satisfaction of Teacher educators.

Abitha, S. (2012). **Sociability and Risk taking Behaviour among prospective teachers.** M.Phil.Dissertation. (Guide: Dr. B.C. Sobha).

Objectives: i) To find out the level of sociability and risk taking behavior among prospective teachers. ii) To find out if there is any significant difference in sociability and risk taking behavior among prospective teachers based on gender, age, religion, local, marital status, type of management, community and subject. iii) To find out the relationship between sociability and risk taking behavior of prospective teachers. **Method :** Normative survey method. **Sample:** 400 prospective teachers. **Tools used :** Risk taking behavior inventory by the investigator, Sociability inventory [Anbalagan]. **Statistical Technique:** Mean, SD, t test, ANOVA, correlation. **Findings:** i) The prospective teachers had high level of sociability and risk taking behavior. ii) Significant difference was noted in sociability of prospective teachers based on religion, community and subject. iii) No significant difference was noted in sociability of prospective teachers based on gender, age, local, marital status, type of management. iv) Significant difference was noted in risk taking behavior of prospective teachers based on age, religion, Marital status, community and subject. v) No significant difference was noted in risk taking behavior of prospective teachers based on gender, local and type of management. vi) There existed no significant relationship between sociability and risk taking behavior of prospective teachers.

Anuba, S. (2012). **Road safety awareness and emotional empathy among higher secondary teachers.** M.Phil.Dissertation (Guide : Dr. B.C. Sobha).

Objectives : i) To find the level of road safety awareness and emotional empathy among higher secondary teachers. ii) To find out if there is any significant difference in real safety awareness and emotional empathy among higher secondary teachers based on gender, marital status, locale, religion, years of experience, type of management and salary. iii) To find out the relationship between road safety awareness and emotional empathy in respect of the total sample and relevant subsamples. **Method :** Normative survey method. **Sample :** 300 higher secondary teachers. **Tools used :** Emotional Empathy inventory, Road safety awareness constructed and modified by Mahilan (1984), General data sheet. **Statistical technique :** Arithmetic mean, standard deviation, t test, ANOVA, Correlation. **Finding :** i)

Higher secondary teachers have moderat level of road safety awareness and emotional empathy. ii) Significant difference was found in road safety awareness of higher secondary teachers based on gender and years of experience. iii) No significant difference was found in road safety awareness of higher secondary teachers based on marital status, locale, religion, type of management and salary. iv) Significant difference was found in emotional empathy of higher secondary teachers based on religion and years of experience. v) No significant difference was found in emotional empathy of higher secondary teachers based on gender, marital status, locale, type of management and salary. vi) No significant relationship existed between road safety awareness and emotional empathy of higher secondary teachers based on type of management, salary, gender, marital status, locale. vii) There was no significant relationship between road safety awareness and emotional empathy of the total sample.

Aravinth. R. (2012). **Social competency of prospective teachers in relation to their social intelligence.** M.Phil.Dissertation (Guide: Dr. S. Sreelatha).

Objectives : i) To measure the social competency and social intelligence of prospective teachers. ii) 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. iii) To compare the low, average and high social competency groups of prospective teachers on their social intelligence. iv) To find out the relationship between social competency and social intelligence of the total sample and subsamples. **Method :** Normative survey method. **Sample :** 400 prospective teachers. **Tools used :** social competency scale, social intelligence questionnaire (Chadha and Ganesan 1986). **Statistical techniques:** t test, ANOVA, person product moment correlation. **Finding :** i) prospective teachers have average level of social competency and social intelligence. ii) Significant difference is found in social competency and intelligence of prospective teachers based on sex, locality and type of management. iii) No significant difference is found in social competency and intelligence of prospective teachers based on marital status, religion, community. iv) There was positive and significant

correlation between social competency and social intelligence for total sample and sub samples. v) High social competency group has high social intelligence compared to low social competency group.

Donipushparaj.T (2012). **Mental Health and frustration tolerance A study on prospective teachers.** M.Phil.Dissertation. (Guide : Dr. V.S. Mini Kumari).

Objectives : i) To find out the level of mental health and frustration tolerance of prospective teachers. ii) To find out the significant difference if any in the mental health and frustration tolerance of propective teachers with respect to the backround variables namely, sex, locality, religion, community & marital status. iii) To find out the relationship between Mental Health and frustration tolerance. **Method:** Normative survey Method. **Sample :** 400 prospective teachers. **Tools used:** Frustration tolerance scale by the investigator. Mental health scale (Sivakumar and Mukundan 2002). **Statistical Devices :** Mean, S.D. ANOVA, Correlation and t test. **Findings :** i) The prospective teachers have moderate level mental health and frustration tolerance. ii) Significant difference was noted mental health prospective teachers based on religion and Marital status. iii) No significant difference was noted in mental health of prospective teachers based on sex, locality and community. iv) Significant difference was noted in frustration tolerance of prospective teachers based on religion and marital status. v) No significant difference was noted in frustration tolerance of prospective teachers based on sex, locale and community. vi) There existed significant positive relationship between mental health and frustration tolerance of prospective teachers.

Evelin, Liza, A.S.(2012). **A study on self concept and Academic Motivation of propective teachers.** M.Phil.Dissertation. (Guide Dr. B.C. Sobha).

Objectives : i) To find out the significant difference among prospective teachers in their self concept and Academic motivation based on, gender, age, locality, religion, community, educational qualification of mother, educational qualification of father, subject, level of study. ii) To find out whether there is any significant relationship between the self concept and academic motivation of the prospective teachers. **Method:** Normative survey method. **Sample:** 400 prospective teachers. **Tools used:** Self concept inventory (Krishna Prasad

and Greesh Kumar 2012). Academic motivation by the investigator. Statistical Techniques: Mean, SD, Correlation, t test. **Finding:** i) There was significant difference in self concept and academic motivation of the prospective teachers based on gender and locality. ii) No significant difference was noted in self concept and academic motivation of prospective teachers based on age, religion, community, educational of mother, educational qualification of father, subject and level of study. iii) There existed positive and significant correlation between self concept and academic motivation of prospective teachers.

Jayanthi, K.S. (2012). **Self confidence and Emotional adjustment - A study on prospective teachers.** M.Phil.Dissertation. (Guide: Dr. V.S. Mini Kumari).

Objectives: i) To study the level of self confidence and emotional adjustment of prospective teachers. ii) To find out the influence of background variables namely sex, locale, age, subject of the study and level of education on self confidence and emotional adjustment of prospective teachers. iii) To find out the relationship between self confidence and emotional adjustment of prospective teachers. **Method:** Normative survey method. **Sample:** 400 prospective teachers. Tools used: Self confidence scale by the investigator, Emotional adjustment scale (Kavitha & Mini Kumari 2011). Statistical techniques: Mean, SD, t test, ANOVA, and correlation. **Finding:** i) The prospective teachers had better self confidence and emotional adjustment. ii) Significant difference was noted in self confidence of prospective teachers based on sex, age, subject of study, level of education and locality. iii) No significant difference was noted in emotional adjustment of prospective teachers based on sex, age, subject of study, level of education and locality. iv) There was positive and significant correlation between self confidence and emotional adjustment of prospective teachers.

Michel, David, Y. (2012). **Stress coping ability and interpersonal skills of prospective teachers.** M.Phil.Dissertation. (Guide : Dr. S. Sreelatha).

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 compare groups of prospective teachers on their Interpersonal skills. iv) To find out the correlation between stress coping ability and Interpersonal skills of the total sample and to sub sample. **Method :** Normative survey method. **Sample :** 400 prospective teachers. **Tools used :** stress coping ability scale, Interpersonal skill questionnaire, personal information schedule. Statistical techniques : t test, ANOVA, Person product moment correlation. **Finding :** i) Prospective teachers have average level of stress coping ability and Interpersonal skills. ii) There exists no significant correlation between stress coping ability and Interpersonal skills for total sample and sub samples. iii) Significant difference found in stress coping ability of prospective teachers based on sex and locality. iv) No significant difference in stress coping ability of prospective teachers based on Marital status, type of management, religion, community, educational qualification. v) Significant difference found in interpersonal skills of prospective teachers based on community. vi) No significant found in Interpersonal skills of prospective teachers based on sex, marital status, locality, religion, educational qualification.

Anitha, S. (2013). **Critical thinking and academic proficiency of prospective teachers in Kanyakumari District.** M.Phil Dissertation (Guide: Dr.S.Sreelatha).

Objectives: i) To study the significance difference in the mean scores of critical thinking and academic proficiency of prospective teachers based on the background variables namely gender, locality, optional subject, educational qualification religion and marital status. ii) To compare the low, average and high critical thinking groups of teachers on their academic proficiency. iii) To study the correlation between the critical thinking and academic proficiency for the total sample and subsamples. **Method:** Normative survey method. **Sample :** 400 student teachers. **Tools used:** Critical thinking self assessment scale, Academic proficiency scale. **Statistical Techniques:** Mean, Standard deviation, t-test, ANOVA, Correlation. **Findings:** i) Prospective teachers had moderate level of critical thinking and academic proficiency. ii) Significance difference was noted in critical thinking of prospective teachers based on, gender, locality and religion. iii) No significant difference

was noted in critical thinking of prospective teachers based on, optional subject, educational qualification and marital status. iv) Significance difference was noted in academic proficiency of prospective teachers based on locality and religion. v) No significant difference was noted in academic proficiency of prospective teachers based on gender, optional subject, educational qualification and marital status. vi) There was positive and significant correlation between critical thinking and academic proficiency of prospective teachers.

Asha, A.M. (2013). **Stress and emotional intelligence of primary school teachers.** M.Phil. (Dessertation Guide: Dr.V.S.Mini Kumari).

Objectives: i) To find out the stress and emotional intelligence of primary school teachers. ii) To find out if there is any difference in stress and emotional intelligence of primary school teachers based on gender, locality, age, type of school, marital status, teaching experience and monthly income. iii) To find out the relationship between stress and emotional intelligence of primary school teachers. **Sample:** 300 primary school teachers in K.K.Dist. **Method:** Normative survey method. **Tools used:** Stress scale, emotional intelligence scale. **Statistical techniques:** Mean S.D., t-test, correlation, ANOVA. **Findings:** i) The primary school teachers have low stress and emotional intelligence. ii) Significant difference was noted in stress of primary school teachers based on locality, age, experience and monthly income. ii) No significant difference was noted in stress of primary school teachers based on gender, type of management and marital status.. iii) Significant difference was noted in emotional intelligence of primary school teachers based on locality, age and teaching experience. iv) No significant difference was noted in emotional intelligence of primary school teachers based on gender, type of management, marital status and monthly income. v) There existed negative correlation between stress and emotional intelligence of primary school teachers.

Rani, Roshlin, Sheeba D.R. (2013). **Job satisfaction and professional adjustment of secondary school teachers.** M.Phil. Dissertation. (Guide: Dr.V.S.Mini Kumari)

Objectives: i) To study the level of job satisfaction and professional adjustment of secondary school teachers. ii) To find out if there is any significant difference in job

satisfaction and professional adjustment of secondary school teachers based on sex, age, and locality, type of school, experience and income. **Method:** Normative survey method. **Sample:** 300 secondary school teacher. **Tools used:** Job satisfaction scale [S.Shamila and Dr.R.Mukundan 1996] professional adjustment scale by the investigator. **Statistical Technique:** Mean, Standard deviation, ANOVA, Correlation. **Findings:** i) The secondary school teachers had high job satisfaction and professional adjustment. ii) Significant difference was noted in job satisfaction of secondary school teachers based on age and type of school. iii) No significant difference was noted in job satisfaction of secondary school teachers based on sex, locality, teaching experience and monthly income. iv) There existed significant difference in the mean score of professional adjustment of male and female secondary school teachers. v) No significant difference was noted in professional adjustment of secondary school teachers based on age, teaching experience, locality, type of school and monthly income. vi) There existed positive and significant correlation of job satisfaction and professional adjustment of secondary school teachers.

Rose, Kani, K. (2013). **Social Interaction and Emotional Adjustment- A study on prospective teachers.** M.Phil. Dissertation (Guide: Dr.S.Sreelatha)

Objectives: i) To study the level of social interaction and emotional intelligence of prospective teachers. ii) To study the effect of back ground variables namely gender, religion, educational qualification, marital status locality and type of management on social interaction and emotional adjustment of prospective teachers. iii) To study the correlation between social interaction and emotional adjustment of prospective teachers. **Method:** Normative survey method. **Sample:** 400 prospective teachers. **Tools used:** Social interaction scale by the investigator, emotional adjustment scale developed by (Dr. V.S.Mini Kumari, S.Kavitha G.S. 2011). **Statistical technique:** Mean, S.D, t-test, ANOVA, correlation. **Findings:** i) Prospective teachers had moderate level of social interaction and emotional adjustment. ii) Significant difference was noted in social interaction of prospective teachers based on educational qualification iii) No significant difference was noted in social interaction of prospective teachers based on, gender, religion, marital status, locality and

type of management. iv) No significant difference was noted in emotional adjustment of prospective teachers based on gender, religion, marital status, locality and type of management. v) There existed positive substantial correlation between social interaction and emotional adjustment of prospective teachers.

Suja, N. (2013). **Social Skills of higher secondary school teachers in relation to their social intelligence.** M.Phil. Dissertation (Guide : V.S.Mini Kumari).

Objectives: i) To construct and validate a social skills rating scale. ii) To study the level of social skills and social intelligence of higher secondary school teachers. iii) To study the significant difference in the scores of social skills of higher secondary school teachers with respect to the back ground variables gender, locality, age, type of school, community and teaching experience. iv) To study the significant difference in the mean scores of social intelligence of higher secondary school teachers with respect to the back ground variables gender, locality, age, type of school, community and teaching experience. v) To study the relationship between social skills and social intelligence of higher secondary school teachers. **Tools used:** Social skills rating scale, Social intelligence scale. **Statistical Techniques:** Mean, Standard Deviation, t-test, ANOVA, pearsons product moment co-efficient of correlation. **Findings:** i) higher secondary school teachers had high social skills. ii) Significance difference was noted in social skills of higher secondary school teachers based on locality, teaching experience. iii) No significance difference was noted in social skills of higher secondary school teachers based on gender, type of school, community and age. iv) Higher secondary school teachers have high social intelligence. v) No significant difference was noted in social intelligence of higher secondary school teachers based on gender, locality, type of school, teaching experience, community and age group vi) Social skills and social intelligence of higher secondary school teachers were positively correlated.

U.V.K.S.D. College of Education, Attur

Idamerin, J. (2014) **Socio-personal adjustment as a correlate of multiple intelligence of student's teacher in kanyakumari district.** M.Phil.Dissertation. (Guide: Dr.B.C.Sobha).

Objectives i) To find out the level of socio-personal adjustment and multiple intelligence among student teachers in kanyakumari district. ii) To find out whether ia any significant difference in socio-personal adjustment and multiple intelligence based on gender, locality, religion, community, educational qualification, marital status. iii) To find out the relation between socio personal adjustment and multiple intelligence of student teachers. **Method:** Normative survey method. **Sample:** The sample consisted of 400 student teachers in kanyakumari district. **Statistical Techniques:** Arithmetic mean, standard deviation, t-test, ANOVA, Pearson product moment correlation. **Tools used:** i) Socio personal Adjustment inventory prepared by the investigator. ii) Multiple intelligence prepared by (Ansul A. and Dr. B.C.Sobha, 2006). **Findings:** A considerable proportion of the student teachers have average level of socio personal adjustment and multiple intelligence. iii) There is positive and significant correlation between socio-personal adjustment and multiple intelligence for total sample and sub-sample. iv) For every increase/decrease in socio-personal Adjustment scores, there would be corresponding decrease / increase in the score of multiple intelligence.

Jagha, Cathaline.S. (2014). **Job involvement and professional adjustment of primary school teachers.** M.Phil. Dissertation. (Guide : V.S.Mini Kumari).

Objectives: i) To study the job involvement of Primary School teachers. ii) To study the professional adjustment of primary school teachers. iii) To find out if there is any significant difference in job involvement of primary school teachers based on sex, age, and locality, type of school, experience and income. iv) To find out if there is any significant difference in professional adjustment of primary school teachers based on sex, age, and locality, type of school, experience and income. v) To find out the correlation between job involvement and professional adjustment of primary school teachers. **Method:** normative survey method. **Sample:** 300 Primary school teachers. **Tools used:** Job involvement scale, Professional adjustment scale. **Statistical Techniques:** Mean, standard, t-test, ANOVA, person's product

moment coefficient of correlation. **Findings:** i) Primary school teachers had moderate job involvement. ii) There existed significant difference in the job involvement primary school teachers of different age groups. iii) No Significant difference was noted in professional adjustment of primary school teachers based on gender, type of teaching experience, locality, and monthly income. iv) Job involvement and professional adjustment of primary school teachers are positively correlated.

Jasmine R. (2014) **A study on Relationship between anxiety and Self-Confidence of prospective teachers.** M.Phil. Dissertation. (Guide: Dr.S.Praveen Kumar)

Objectives: To find the significant difference in the mean scores of anxiety and self-confidence of prospective teachers regard to background variables, gender, locale, religion, community and educational qualification. ii) To find the relationship between anxiety and self-confidence of prospective teachers with regard to background, variables gender, locale, religion, community and educational qualification. **Method:** Normative survey method. **Sample:** The sample consisted of 400 prospective teachers in kanyakumari district. **Tools used:** i) Self-Confidence scale (Jayanthi K.S and Dr. Mini Kumari V.S., 2012). ii) Anxiety inventory prepared by investigator. **Statistical Techniques:** Arithmetic Mean, Standard deviation, t-test, ANOVA, Correlation. **Findings:** i) Prospective teachers had average level of anxiety and self-confidence. ii) Locality community and educational qualification have no influence on anxiety of prospective teachers. iii) Locality had influence on the self-confidence of prospective teachers. iv) There existed negative correlation between anxiety and self confidence of prospective teachers

Jaya, Merlin D. (2014). **Study on environmental awareness among prospective teachers and their Achievement in Biological science.** M.Phil. Dissertation. (Guide: Dr.S.Praveen Kumar).

Objectives: i) To study the level of environmental awareness and achievement in Biological Science of prospective teachers with regard to the background variables namely gender, location, Type of institution. ii) To study whether there was any significant difference in the environmental awareness and Achievement in Biological Science of prospective teachers with regard to the background variables namely gender, locality, type of institution.

iii) To study the relationship between environmental awareness and achievement in Biological Science of prospective teachers. **Method:** Normative survey method. **Sample:** 400 prospective teachers. **Tools used:** Environmental awareness Questionnaire (E.Grace Jerrin and Dr.V.S.Minikumari), Achievement test in Biological Science. **Statistical techniques:** Percentage analysis, t-test, ANOVA, Pearson product moment correlation. **Findings:** i) The prospective teachers had moderate level of environmental awareness and achievement in Biological Science. ii) Significant difference was noted in environmental awareness of prospective teachers based on locality and type of management. iii) No significant difference was noted in environmental awareness of prospective teachers based on gender. iv) Significant difference was noted in achievement in Biological Science of prospective teachers based on locality and type of institution. v) No Significant difference was noted in achievement, in biological Science of prospective teachers based on gender. vi) There existed significant relationship between environmental awareness and achievement in biological science of prospective teachers.

Jeba, Jannet, Mary S. (2014) **Cognitive self-management and Achievement motivation of prospective teachers.** M.Phil. Dissertation. (Guide: B.C.Sobha).

Objectives: i) To find out the level of cognitive self-management of prospective teachers based on and Achievement motivation of prospective teachers. ii) To find out if there is any significant difference in cognitive self-management, optional subject, and educational qualification. iii) To find out if there is any significant difference in Achievement motivation of prospective teachers based on gender, locale, religion, community, type of management, Optional subject, educational qualification. iv) To find out the relationship between cognitive self-management and achievement motivation of prospective teachers. **Method:** Normative survey method. **Sample:** 400 prospective teachers. **Tools used:** Cognitive self-management scale, Achievement motivation scale. **Statistical Techniques:** Percentage, Arithmetic mean, standard deviation, t-test, ANOVA, Scheffee's procedure, Person's product moment correlation. **Findings:** i) Prospective teachers had high level of cognitive self-management and Prospective Achievement motivation. Significant different was nited in cognitive self management of prospective teachers based on community and educational qualification iv) No significant difference was noted in cognitive self management of prospective teachers

based on gender, locale, religion, type of management and optional subject v) Significant difference was noted in Academic motivation of prospective teachers based on community optional subject and educational qualification. vi) No significant difference was noted in Achievement motivation of prospective teachers based on gender, locale, religion and type of management. vii. There was positive and significant correlation between cognitive self-management and Achievement motivation.

Kayathiri, S. (2014). **Influence of emotional intelligence on Leadership behaviour of college teacher** M.Phil. Dissertation. (Guide: Dr. R.P.Deepa).

Objectives: i) To study the emotional intelligence and leadership behaviour of college teachers. ii) To compare the mean score of emotional intelligence and leadership behaviour of college teachers with respect to background variables namely gender, age, locality, religion, educational qualification, monthly income, teaching experience, subject of teacher. iii) To study the mean and interaction effect of gender, locality, educational on emotional intelligent and leadership behaviour of college teacher. iv) To study whether there is any significant difference between emotional intelligence and leadership behaviour college teachers. **Method:** Normative survey Method. **Tools used :** i) Emotional Intelligence scale (Ananias Tele and Dr.S. Arockiyaswamy and Ervin Prabha S, 2000) ii) Leadership behaviour scale prepared by the investigator. **Statistical Techniques:** Arithmetic mean, Standard Deviation, t-test, ANOVA, Product moment correlation. **Sample:** The sample consisted 400 college teachers in various colleges. **Findings:** i) The college Teachers had average level of emotional intelligence. ii) Educational qualification and subject of teaching have no influence on the emotional intelligence of college teachers. iii) Gender, locality, age, community, religion, educational qualification, monthly income, teaching experience, subject of teacher. iv) There existed positive relationship between emotional intelligence and leadership behaviour of college teachers.

Parimala, Jasmine, G. (2014). **Leadership Quality and Social Competency among Prospective Teachers**. M.Phil. Dissertation (Guide: Dr. V.S Minikumari).

Objectives: i) to study the level of leadership quality and social competency of prospective teachers. ii) to study the significant difference if any in the mean scores of leadership

quality and social competency of prospective teachers with respect to background variables namely gender, locale, age, community, subject and educational qualification iii) to find out the correlation between leadership quality and social competency of prospective teachers. **Method:** Normative survey method was used for the study. **Tools used:** Leadership quality scale prepared and validated by the investigator, Social competency scale (Sreelatha and Aravinth.R, 2012). **Statistical technique:** Mean, Standard deviation, t-test, ANOVA, Pearson product moment correlation. **Sample:** the sample consisted of 400 prospective teachers. **Findings:** i) Prospective teachers have low leadership quality and social competence. ii) Significant difference was noted in leadership quality of prospective teachers based on gender, community, and subject. iii) No significant difference was noted in leadership quality of prospective teachers based on locale, age and educational qualification. iv) Significant difference was noted in social competency of prospective teachers based on gender and subject. v) No significant difference was noted in social competency of prospective teachers based on locale, age community and educational qualification. vi) There existed significant positive correlation between leadership quality and social competency of prospective Teachers.

Augustine, Geo Axina. (2015). **Organizational Commitment and Work Motivation of Secondary School Teachers**. M.Phil. Dissertation. (Guide: Dr. B.C. Sobha).

Objectives : i) to study the level of organizational commitment and work motivation of secondary school teachers. ii) to study the relationship between organizational commitment and work motivation of secondary school teachers. iii) to study whether there is any significant difference in the organizational commitment and work motivation of secondary school teachers with respect to the background variables namely sex, locale, type of school and qualification. **Method:** Normative survey method was used for the study. **Sample:** the sample consisted of 300 secondary school teachers. **Tools used:** organizational commitment scale, work motivation scale personal data sheet. **Statistical technique:** percentage, Mean, Standard deviation, t-test, ANOVA, Pearson product moment correlation.. **Findings:** i) majority of the secondary teachers had moderate level of organizational commitment and work motivation ii) significant difference was noted in organizational commitment of secondary school teachers based on gender, locale, and type of school. iii) No significant

difference was noted in organizational commitment of secondary school teachers based on qualification. iv) Significant difference was noted in work motivation of secondary school teachers based on gender, locale, type of school. v) No significant difference was noted in work motivation of secondary school teachers based on qualification.

Bella, Josephin, G. (2015). **Self Confidence and Risk Taking Behaviour among Prospective Teachers**. M.Phil. Dissertation (Guide: Dr. V.S Minikumari).

Objectives: i) to study the level of self confidence and risk taking behaviour of prospective teachers ii) to study the influence of background variables namely gender, locale, age, subject and educational qualification of self confidence of prospective teachers iii) to study the influence of background variables namely gender, locale, age, subject and educational qualification of risk taking behaviour of prospective teachers i) to find out the correlation between self confidence and risk taking behaviour of prospective teachers. **Method:** Normative survey method was used for the study. **Sample:** the sample consisted of 400 prospective teachers. **Tools used:** Leadership quality scale (Jayanthi K.S. and Minikumari), risk taking behaviour scale constructed and validated by the investigator. **Statistical technique:** Mean, Standard deviation, t-test, ANOVA, Pearson product moment correlation. **Findings:** i) Prospective teachers have moderate level of self confidence and risk taking behaviour. ii) significant difference was noted in self confidence of prospective teachers based on sex, subject and educational qualification. iii) No significant difference was noted in self confidence of prospective teachers based age and locality. iv) Significant difference was noted in risk taking behaviour of prospective teachers based on age and locality. v) No significant difference was noted in risk taking behaviour of prospective teachers based on sex, subject and educational qualification. vi) There existed significant positive correlation between self confidence and risk taking behaviour of prospective teachers.

Deepthi, S.S (2015). **A Study on Life Skills of Prospective Teachers in Kanyakumari District**. (Guide: Dr.S.Sreelatha).

Objectives: i) to study the level of life skill of prospective teachers. ii) to study the level of three core life skill namely thinking skill, social skill and emotional skill of prospective

teachers. iii) to compare the life skill and its dimension of prospective teachers based on sex, locale and subject of specialization. **Sample:** the sample consisted of 400 prospective teachers. **Tools used:** life skill scale, **Statistical technique:** percentage, Mean, Standard deviation, t-test, ANOVA, Pearson product moment correlation. **Findings:** i) majority of the prospective teachers had moderate level of life skill. ii) significant difference was noted in life skill of prospective teachers based on gender, locale and subject of specialization of dimensions namely self awareness, creative thinking, decision making and interpersonal relationship of prospective teachers. iii) significant difference was noted in life skill of prospective teachers based on gender, locale and subject of specialization of dimensions namely problem solving ability, critical thinking, effective communication, coping with emotions, empathy and coping with stress of prospective teachers.

Jerald, Mathew C. (2015). **A study on internet awareness and attitude towards teaching ICT among Teacher Educators**. M.Phil. Dissertation. (Guide: Dr.S.Praveen Kumar).

Objectives: i) To study the internet awareness and attitude towards teaching ICT among teacher educators. ii) To study the significant difference in the means scores of internet awareness of teacher educators with respect to background variables like gender, locality, major subject, teaching experience and monthly income. iii) To study the significant difference in the mean scores of attitude towards teaching ICT among teacher educators with respect to background variable like gender, locality, major subject, teaching experience and monthly income. iv) To study the significant relationship between internet awareness and attitude towards teaching ICT among teacher educators. **Method:** Normative survey method. **Sample:** 200 teacher educators. **Tools:** Questionnaire was prepared to measure the awareness of internet, Attitude towards teaching ICT questionnaire, Personal Data sheet. **Statistical techniques:** Percentage, Arithmetic Mean, Standard deviation, t-test, ANOVA, Correlation. **Findings:** i) Teacher educators have average level of internet awareness and also have average level of attitude towards teaching ICT. ii) Significant difference was noted on internet awareness of teacher educators based on gender, Location, Major subject and teaching experience. iii) Significant difference was noted on attitude towards teaching ICT of teacher educators based on gender, locality, major subject and teaching experience.

iv) No significant difference was noted on internet awareness of teacher educators based on monthly income.

Manjula, Johny (2015). **Academic Problems faced by B.Ed. students of Kanyakumari District.** M.Phil. Dissertation. (Guide: P.S.Prasad).

Objectives: i) to study the level of academic problems faced by bed students ii) to study the significant difference in dimension wise mean scores of academic problems faced by bed students with respect to background variables namely gender, locale, age, type of institution, community, educational qualification major subject and marital status. **Method:** Normative survey method was used for the study. **Sample:** the sample consisted of 400 B.Ed students. **Tools used:** academic problems scale. **Statistical technique:** percentage, Mean, Standard deviation, t-test, ANOVA, Pearson product moment correlation. **Findings:** i) majority of the B.Ed. students had moderate level of academic achievement problems and its dimensions namely micro teaching, course content, medium of instruction, student teacher interaction, teaching practice, infrastructural facilities' and evaluation pattern ii) gender, locale, type of management, age had influence on academic problems and dimensions namely micro teaching, course content, medium of instruction, student teacher interaction, teaching practice, infrastructural facilities' and evaluation pattern of B.Ed. students.

Priya, R.P. (2015). **Professional commitment and organizational climate of high school teachers.** M.Phil. Dissertation. (Guide: B.C.Sobha).

Objectives: i) To study the difference in the professional commitment of high school teachers with respect to the background variables. ii) To study the difference in the organizational climate of high school teachers with respect to the back ground variables. iii) To study the association between organizational climate and professional commitment of high school teachers with respect to the background variables, gender, locale, marital status, religion and type of school. **Method:** Normative survey method. **Sample:** 300 high school teachers. **Tools used:** Professional commitment scale and organizational climate. **Statistical Techniques:** t-test, ANOVA, person product moment method of correlation. **Findings:** i) Significant difference was noted in organizational climate of high school teachers based on gender, religion, locality, type of school. iii) There existed positive and

substantial correlation between professional commitment and organizational climate of high school teachers.

Sheeba, Merlin, Gnana C. (2015) **Interest and attitude towards E-learning among prospective teachers.** M.Phil. Dissertation. (Guide: Dr. R.P.Deepa).

Objectives: i) To study the level of interest and attitude of the prospective teachers. ii) To study whether there is any significant difference in the mean scores of interest and attitude of the prospective teaches based on age, gender, locality, Subject, computer skills education qualifications. iii) to study the correlation between interest and attitude towards learning of prospective teachers. **Sample:** The sample consists of 400 prospective teachers. **Method:** Normative survey method **Tools:** i) E-Learning inventory prepared by the investigator. ii) E-learning attitude scale prepared by Latha Saraawathy.N and Prasad P.S., 2012. **Statistical Techniques:** Arithmetic mean, standard deviation, Pearson product moment. Correlation, t-test, ANOVA. **Findings:** i) The prospective teachers had moderate level of e-learning attitude towards e-learning. ii) Gender, arts and science had no influence on the e-learning interest of prospective teachers, also gender, science and arts subject have on influence on e-learning attitude of prospective teachers. iii) age, locality, arts, computer subject, science, computer skills and qualification had influence on the e-learning interest attitude of prospective teachers.

Shiny S. (2015) **A study on the influence of mass media and Teacher effectiveness of higher secondary school teachers.** M.Phil. Dissertation. (Guide: Dr.S.Praveen Kumar).

Objectives: i) To find out the level of influence of mass media of higher secondary school teachers with regard to the background variable gender, locality of school, type of school, nature of school, teaching experience. ii) To find the level of teacher effectiveness of higher secondary school teachers with regard to the background variables gender, locality of school, type of school, nature of school, teaching experiences. iii) To find the significant difference in the influence of mass media of higher secondary school teachers of school, nature of school, teaching experience. iv) To find the significant difference in the teacher effectiveness of higher secondary school teachers with respect to gender, locality of school, type of school, nature of school, teaching experience. v) To find the significant relationship

between influence of mass media and teacher effectiveness of higher secondary school teachers. **Method:** normative survey method. **Sample:** 400 higher secondary school teachers. **Tools:** mass media, Questionnaire, Teacher effectiveness rating scale. **Statistical techniques:** Percentage Analysis, t-test, ANOVA, Person's product moment correlation. **Findings:** i) The higher secondary school teachers had moderate level of influence of mass media and teacher effectiveness. Gender, locality, type of school and teaching experience had significant effect on influence of mass media and teacher effectiveness.

Sindhu, D. (2015). **A study on stress and self-esteem of prospective teachers in kanyakumari district.** M.Phil. Dissertation (Guide: Dr. S.Praveen Kumar)

Objectives: i) To study the level of stress and self esteem of prospective teachers with respect to background variables- gender, age, locality, community and major subject. ii) To study the level of stress of prospective teachers with respect to the dimensions- academic stress, family stress, personal stress and General Stress. iii) To study whether there is any significant difference in the mean score of stress and self-esteem of prospective teachers with respect to background variables namely gender, age, locality, community and major subject. iv) To study whether there is any significant correlation between stress and self-esteem of prospective teachers **Method:** Normative survey method. **Sample:** The sample consisted of 400 prospective teachers in kanyakumari district. **Tools:** i) The tool used for the present study was stress inventory prepared by the investigator. ii) Self-esteem inventory prepared by (Suja and Dr.Krishna Prasad) **Statistical Technique:** Arithmetic, Standard deviation, t-test, ANOVA, Correlation. **Findings:** from the study it was clearly revealed that gender, age, locality and community had influence on stress and self-esteem of prospective teachers. Comparing male prospective teachers, female prospective teachers had more self-esteem and faced more stress. Comparing rural and urban, rural prospective teachers face more stress and self-esteem. Hence the study revealed that stress was a major problem for all category of prospective teachers in kanyakumari district.

Sreelekshmi M.A. (2015). **Personality traits and work motivation of pre-primary school teachers in kanyakumari district.** M.Phil. Dissertation (Guide: Dr. S.Sreelatha).

Objectives: i) To study the level of pre-primary teachers. ii) To compare the personality traits and work motivation of based on age, community, religion, locality, type of management, marital status, teaching experiences, salary. iii) To study the correlation between personality traits and motivation of pre-primary school teachers in kanyakumari district. **Tools used:** i) personality inventory (S.Sreelatha and Sreelekshmi, 2014). ii) Work motivation scale (S.Sreelatha and Sreelekshmi, 2014). **Statistical Techniques:** Arithmetic mean, Standard deviation, t test, ANOVA, Pearson product moment correlation. **Method:** Normative survey method was adopted. **Findings:** i) Preprimary teachers had Moderate level of personality traits and work motivation. ii) Age, type of management and marital status were not significant factors in the personality traits and work-motivation of the primary school teachers. iii) There was positive and significant correlation between personality traits and its dimension with work motivation of primary school teachers.

Malar, Chandra. M (2015). **Metacognitive Skills and Multiple Intelligence of Prospective Teachers.** (Guide: Dr. R.P.Deepa).

Objectives : i) To study the level of metacognitive skills and multiple intelligence of prospective teachers.ii) to study whether there is any significant correlation between metacognitive skills and multiple intelligence of prospective teachers in the basis age, gender, locality, marital status, educational qualification and stream of subject. iii)to study significance difference in the mean scores of metacognitive skills and multiple intelligence of prospective teachers in the basis age, gender, locality, marital status, educational qualification and stream of subject. **Method:** Normative survey method was used for the study. **Sample:** the sample consisted of 400 prospective teachers. **Tools used:** metacognitive skill inventory, multiple intelligence inventory (Bhatat. N & Bright.C, 2012). **Statistical technique:** percentage, Mean, Standard deviation, t-test, ANOVA, Pearson

product moment correlation. **Findings:** i) Prospective teachers had medium level metacognitive skills and multiple intelligence ii) significant difference was noted metacognitive skills of prospective teachers based on age, locality, gender and marital status iii) no significant difference was noted in metacognitive skills of prospective teachers based on educational qualification and stream of subject. iv) significant difference was noted in multiple intelligence of prospective teachers based on age, locality, gender marital status educational qualification and stream of subject.





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