

NVKS

Educational Abstracts
2015-2020

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N.V.K.S.D. COLLEGE OF EDUCATION
AUTONOMOUS
ATTOOR, KANYAKUMARI - 629 191.
Re-accredited by NAAC with 'A' Grade.
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M.Ed. Research Abstracts 2015-2017



1. Shaly Ajin, R.R. (2017). Metacognition and Linguistic Intelligence of Prospective Teachers. (Master's thesis, Guide : Dr. Bright.C)

Objectives:

1. To study the correlation between the Metacognition and Linguistic intelligence of prospective teachers. 2. To study whether there exists any significant difference in the mean scores of metacognition of prospective teachers with respect to gender, age, locale of the college, type of family, order of birth, religion, community, educational qualification of prospective teacher, educational qualification of father and educational qualification of mother. 3. To study whether there exists any significant difference in the mean scores of linguistic intelligence of prospective teachers with respect to gender, age, locale of the college, type of family, order of birth, religion, community, educational qualification of prospective teacher, educational qualification of father and educational qualification of mother.

Method:

Normative survey method was adopted.

Sample:

The sample for the present study consisted of 400 Prospective teachers in various colleges of education in Kanyakumari district during the academic year 2015-2016.

Tools Used:

1. Metacognition Inventory (Chandra Malar and Deepa 2015). 2. Linguistic Intelligence Test (Shaly Ajin and Bright 2017)

Sampling Techniques:

Arithmetic mean, standard deviation, 't' test, ANOVA followed by Scheffes procedure and Pearson product moment correlation.

Findings:

1. There was no significant difference in the mean scores of metacognition of prospective teachers with respect to age, type of family, order of birth, educational qualification of prospective teacher, educational qualification of father and educational qualification of mother. 2. There was significant difference in the mean scores of metacognition of prospective teachers with respect to gender, locale of the college, religion and community. 3. There was no significant difference in the mean scores of linguistic intelligence of prospective teachers with respect to gender, age, type of family, order of birth, educational qualification of prospective teacher and educational qualification of father. 4. There was significant difference in the mean scores of linguistic intelligence of prospective



teachers with respect to locale of the college, religion, community and educational qualification of mother. 5. There exists significant positive low correlation between metacognition and linguistic intelligence of prospective teachers.

2. Anisha, K.A. (2017). Locus of Control Orientation and Assertive Behaviour of Women College Students (Master's thesis; Guide : Dr. Sreelatha. S.)

Objectives:

1. To study the type of locus of control orientation of women college students.
2. To study the locus of control orientation of women college students with regard to the personal variables viz., religion, community and order of birth.
3. To study the locus of control orientation of women college students with regard to the educational variables viz., locale of the college, type of management, discipline and class of study.
4. To study the locus of control orientation of women college students with regard to the familial variables viz., income of the family, Educational qualification of parents, Occupation of parents and monthly income of the family.
5. To study the assertive behaviour of women college students with regard to personal variables, educational variables and familial variables.
6. To study the correlation between locus of control orientation of and assertive behaviour women college students.

Method:

Normative survey method was adopted.

Sample:

The study was conducted on a sample of 400 college students studying for B.A; B.Com and B.Com courses selected as random from different Arts and Science colleges in Kanyakumari district.

Tools Used:

1. Locus of control scale (Anisha and Sreelatha 2017).
2. Assertiveness inventory (Sreelatha 2015).

Statistical Techniques:

Percentage analysis, t test and ANOVA followed by scheffee procedures.

Findings:

1. There exists significant difference in the mean scores of locus of control based on religion, order of birth, type of management, Class of study, educational qualification of mother and occupation of parents of women college students.
2. There exists no significant difference in the mean scores of locus of control with regard to community, locale of the college, discipline, type of family, educational qualification of father and monthly income

of the family of women college students. 3. There exists significant difference in the mean scores of assertive behaviour based on religion, type of management, Class of study, educational qualification of mother and occupation of mother. 4. There exists no significant difference in the mean scores of assertive behaviour based on community, order of birth, locale of the college, discipline, type of family, educational qualification of father, occupation of father and monthly income of the family of women college students. 5. There exists significant correlation between locus of control and assertive behaviour of women college students.

Jasmin.S. (2017) Perception of Higher Secondary students towards active learning methodology (Master's thesis, Guide: Mr. Gireesh Kumar. K)

Objectives:

1. To find out the significant difference if any in the mean scores of perception of higher secondary students towards active learning methodology with respect to the background variables namely gender, locale, religion, community, type of school, educational qualification of parents, occupational status of parents and family income.

Method:

Normative survey method was adopted.

Sample:

The sample for the study consisted of 400 higher secondary students studying in different government and aided higher secondary schools of Kanyakumari district.

Tool used:

Questionnaire of active learning methodology (ALM) (Jasmin and Gireesh Kumar 2017).

Statistical Techniques:

Arithmetic mean, standard deviation, 't' test and ANOVA.

Findings:

1. Gender, religion, community, type of school, educational qualification of parents and family income have significant difference on perception towards Active Learning methodology among Higher secondary students.
2. Locality and occupational status of parents have no significant difference on perception towards Active Learning Methodology among higher secondary students.

4. Blessy Jerlin.R(2017). Multiple intelligence and Critical Thinking Ability of Higher Secondary Students. (Master's thesis, Guide: Dr. Minikumar.V.S.)

Objectives:

1. To find out whether there is any significant difference in the mean scores of Multiple Intelligence of Higher Secondary Students with respect to the background variables namely sex, locality, type of management, religion and community. 2. To find out whether there is any significant difference in the mean scores of Critical thinking ability of Higher Secondary Students with respect to the background variables namely sex, locality, type of management, religion and community. 3. To study the correlation between Multiple Intelligence and Critical thinking ability of Higher Secondary Students.

Method:

Normative survey method was adopted.

Sample:

The sample for the present study consisted of 400 higher secondary school students studying in different schools of Kanyakumari district.

Tools Used:

1. Multiple intelligence test (Blessy Jerlin and Minikumari 2017). 2. Critical Thinking ability test (Deepa and Sadanandan 2011).

Statistical techniques:

Arithmetic mean, standard deviation, 't' test, ANOVA and Pearson's product moment coefficient of correlation.

Findings:

1. There exists significant difference in the mean scores of Multiple Intelligence of Higher Secondary Students with respect to the background variables namely gender, locality, religion, community and type of management. 2. There exists no significant difference in the mean scores of Critical thinking ability of Higher Secondary Students with respect to the background variables namely gender, locality, religion. 3. There exists significant difference in the mean scores of Critical thinking ability of Higher Secondary Students with respect to the background variables namely gender, locality, religion, community and type of management. 4. Multiple intelligence and Critical Thinking ability of higher secondary students are positively correlated.

Karthick.R. (2017). Awareness of Disaster management among Prospective Teachers of Kanyakumari District (Master's thesis, Guide: Mr.Prasad.P.S)

Objectives:

1.To study the awareness of disaster management among prospective teachers. 2. To study whether there exists any significant difference in the mean scores of disaster management awareness of prospective teachers with respect to the programme, sex, locality, religion, community, type of management, type of family, father's educational qualification, mother's educational qualification, and monthly income.

Method:

Normative survey method was adopted.

Sample:

The study was conducted on a sample of 400 prospective teachers studying in different colleges of education in Kanyakumari district.

Tools Used:

1. Disaster management awareness Test (Karthick and Prasad 2017)

Statistical techniques:

Arithmetic mean, standard deviation, 't' test and ANOVA.

Findings:

1. There exists significant difference in the mean scores of disaster management awareness of prospective teachers with respect to the programme, sex, locality, religion, community, type of management, father's educational qualification and mother's educational qualification. 2. There exists no significant difference in the mean scores of disaster management awareness of prospective teachers with respect to type of family and monthly income.

Pradeepa.M. (2017) School environment and Creativity of High School Students. (Master's thesis, Guide : Mrs. Bindhu Gowri V.P.)

Objectives:

1. To study the correlation between the school environment and creativity of high school students. 2. To study whether there exists any significant difference in the mean scores of school environment of high school students with respect to gender, locality of school, religion, type of management, nature of school, syllabus, medium of instruction, type of family and educational qualification of parents. 3. To study whether there exists any significant difference in the mean scores of Creativity of high school students with respect





to gender, locality of school, religion, type of management, nature of school, syllabus, medium of instruction, type of family and educational qualification of parents.

Method:
Normative survey method was adopted.

Sample:
The study was conducted on a sample of 400 high school students from Kanyakumari district.

Tools Used:
1. School Environment Inventory (Pradeepa and Bindhu Gowri 2017). 2. Creativity test (Modified version of WALLACH-KOGN creativity)

Statistical techniques:
Arithmetic mean, standard deviation, 't' test, ANOVA and Pearson's product moment coefficient of correlation.

Findings:
1. There exists significant difference in the mean scores of school environment of high school students with respect to gender, locality of school, religion, type of management, nature of school, syllabus and educational qualification of parents. 2. There exists significant difference in the mean scores of school environment of high school students with respect to medium of instruction, type of family. 3. There exists significant difference in the mean scores of Creativity of high school students with respect to gender, locality of school, religion, type of management, nature of school and educational qualification of mother. 4. There exists no significant difference in the mean scores of Creativity of high school students with respect to syllabus, medium of instruction, type of family and educational qualification of father. 5. There exists significant positive substantial correlation between school environment and creativity of high school students.

7. Rani Sheeba.C. (2017). Attitude towards yoga education among Prospective Teachers (Master's thesis, Guide : Mr. K.Gireesh Kumar)

Objectives:
1. To compare the mean scores of attitude of prospective teachers towards yoga education with respect to the background variables namely gender, locality, community, religion, educational qualification, group of study, monthly income of family, occupational status of father and occupational status of mother.

Method:
Normative survey method was adopted.

Sample:
The sample for the present study consisted of 400 prospective teachers studying in different colleges of education in Kanyakumari district.

Tools used:
1. Yoga attitude scale (Sheeba Ram and Gireesh Kumar, 2017) teachers.

Statistical techniques:
Arithmetic mean, Standard deviation, t-test and ANOVA.

Findings:
1. There exists significant difference in the mean scores of prospective teachers towards yoga education based on gender, locality, community, religion, group of study and occupation of father. 2. There exists no significant difference in the mean scores of prospective teachers towards yoga education based on educational qualification, family income and occupation of mother.

Sherly.S. (2017). Emotional intelligence as a correlate of assertiveness among college students. (Master's thesis Guide: Dr.Sreelatha.S)

Objectives:
1. To compare the emotional intelligence of college students with respect to the background variables namely, gender, locality, religion, type of management, community, order of birth, type of family, class of study and discipline of study. 2. To compare the assertiveness of college students with respect to the background variables namely, gender, locality, religion, type of management, community, order of birth, type of family, class of study and discipline of study. 3. To study the correlation between emotional intelligence and assertiveness of college students.

Method:
Normative survey method was adopted.

Sample:
The sample consisted of 400 students studying in under graduate courses selected at random from different Arts and Science colleges of Kanyakumari district.

Tools Used:
1. Emotional Intelligence scale (Sherly and Sreelatha 2017). 2. Assertiveness scale (Sreelatha 2015).

Statistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by Scheffé's procedure and Pearson product moment method of correlation.

Findings:

1. There exists significant difference in the mean scores of emotional intelligence of college students with respect to the background variables namely, gender, locality, religion, type of management, community, order of birth, type of family, class of study and discipline of study. 2. There exists significant difference in the mean scores of assertiveness of college students with respect to the background variables namely, gender, locality, religion, type of management, community, order of birth, type of family, class of study and discipline of study. 3. There exists significant positive correlation between emotional intelligence and assertiveness of college students.

9. Sreedevi.M. (2017). Self-regulated Learning and Academic Achievement of Higher secondary school students. (Master's thesis, Guide: Dr.Deepa R.P.)

Objectives:

1. To study the correlation between the self-regulated learning and academic achievement of higher secondary school students. 2. To study whether there exists a significant difference in the mean scores of self-regulated learning of higher secondary school students with respect to gender, locale of the school, type of family, religion, community, medium of instruction, type of management, nature of school, educational qualification of father and educational qualification of mother. 3. To study whether there exists any significant difference in the mean scores of academic achievement of higher secondary school students with respect to gender, locale of the school, type of family, religion, community, medium of instruction, type of management, nature of school, educational qualification of father and educational qualification of mother.

Method:

Normative survey method was adopted.

Sample:

The sample for the study consisted of higher secondary school students studying in the class IX of various higher secondary schools in Kanyakumari district following state board syllabus during the academic year 2015-2016.

Tools used:

1. Self-regulated Learning Questionnaire (Sreedevi and Deepa 2016). 2. Academic achievement (Scores obtained by students in their quarterly examination).

Statistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by Scheffé's procedure and Pearson product moment method of correlation.

Findings:

There exists significant positive correlation between the self-regulated learning and academic achievement of higher secondary students. 2. There exists no significant difference in the mean scores of self-regulated learning based on locale of the school, type of family, religion, educational qualification of father and educational qualification of mother. 3. There exists significant difference in the mean scores of self-regulated learning based on community, medium of instruction, type of management and nature of school. 4. There exists no significant difference in the mean scores of academic achievement based on type of family, religion, nature of school and educational qualification of mother. 5. There exists significant difference in the mean scores of academic achievement based on gender, locale of the school, community, medium of instruction, type of management and educational qualification of father.

10. Tintu.B (2017). Internet addiction among Higher Secondary students (Master's thesis, Guide: Dr. B.C. Sobha)

Objectives:

1. To compare the mean scores of internet addiction of higher secondary students with respect to sex, religion, locality, medium of instruction, major subject, type of management, type of institution, parental educational qualification and parental income.

Method:

Normative survey method was adopted.

Sample:

The present study was conducted on a sample of 400 higher secondary students of various schools in Kanyakumari district.

Tools used:

Internet addition questionnaire (Tintu and Sobha 2017).

Statistical techniques:

Arithmetic mean, Standard deviation, t test and ANOVA

Findings:

1. There is significant difference in the mean scores of internet addiction of high school students with respect to the background variables sex, locality, medium of instruction, major subject, type of management, type of institution, and parental income. There is no significant difference in the mean scores of internet addiction of higher secondary students with respect to variables religion and parental educational qualification.

11. Viji. K.R. (2017). Social intelligence and Academic Achievement of high school students (Master's thesis, Guide: Dr. S.Praveen Kumar)

Objectives:

1. To study whether there is any significant difference in the mean scores of social intelligence of high school students with respect to the background variables gender, locality, community, religion and type of management. 2. To study whether there is any significant difference in the mean scores of academic achievement of high school students with respect to the background variables gender, locality, community, religion and type of management. 3. To study whether there is any significant correlation between social intelligence and academic achievement of high school students.

Method:

Normative survey method was adopted.

Sample:

The sample for the study consisted of 400 high school students in different schools of Kanyakumari district.

Tools used:

1. Social intelligence scale (Viji and Praveen kumar 2017). 2. Marks obtained by students in the Quarterly Examination.

Statistical techniques:

Percentage analysis, Arithmetic mean, Standard deviation, t test, ANOVA and Pearson product moment method of correlation.

Findings:

1. There exists significant difference in the mean scores of social intelligence of high school students with respect to gender, locality and community. 2. There exists no significant

difference in the mean scores of social intelligence of high school students with respect to religion and type of management. 3. There exists significant difference in the mean scores of academic achievement of high school students with respect to gender, locality and community. 4. There exists no significant difference in the mean scores of academic achievement of high school students with respect to religion. 5. There exists significant correlation between social intelligence and academic achievement of high school students.

Viniba.V.B. (2017) Communication skills and Self Confidence of prospective teachers in Kanyakumari district. (Master's thesis, Guide: Ms.Devika.S)

Objectives:

1. To study whether there exists any significant difference in the mean scores of communication skills of prospective teachers with respect to gender, locale, faculty of study, type of family, order of birth, fathers educational qualification and mothers educational qualification. 2. To compare the mean scores of self-confidence of prospective teachers with respect to gender, locale, faculty of study, type of family, order of birth, fathers educational qualification and mothers educational qualification. 3. To study the correlation between Communication skills and Confidence of prospective teachers.

Method:

Normative survey method was adopted.

Sample:

The sample for the study consisted 400 prospective teachers in different colleges of education in kanyakumari district.

Tools used:

1. Communication skills Inventory (Viniba and Devika 2017). 2. Self confidence scale (Jayanthi and Minikumari 2012).

Statistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by Scheffe's procedure and Pearson product moment method of correlation.

Findings:

1. There exists significant difference in the mean scores of communication skills of prospective teachers with respect to gender, locale, type of family, fathers educational

qualification and mothers educational qualification. 2. There exists no significant difference in the mean scores of communication skills of prospective teachers with respect to faculty of study and order of birth. 3. There exists significant difference in the mean scores of confidence of prospective teachers with respect to gender, locale, faculty of study and order of family. 4. There exists no significant difference in the mean scores of self-confidence of prospective teachers with respect to order of birth, fathers educational qualification and mothers educational qualification. 5. There exists significant positive correlation between Communication skills and Self Confidence of prospective teachers.

13. Vishnuja.T (2017). Digital Literacy and attitude towards M-Learning of prospective teachers in Kanyakumari district (Master's thesis Guide: Prasad P.S.)

Objectives:

1. To find out whether there is any significant difference in the mean scores of digital literacy of prospective teachers with respect to the background variables sex, locality, community, religion, programme, optional subject, having smartphone, frequency of mobile phone use, purpose of using mobile phone, place of internet access and frequency of using social network. 2. To find out whether there is any significant difference in the mean scores of attitude towards m-learning of prospective teachers with respect to the background variables sex, locality, community, religion, programme, optional subject, having smartphone, frequency of mobile phone use, purpose of using mobile phone, place of internet access and frequency of using social network. 3. To study the correlation between Digital Literacy and attitude towards M-Learning of prospective teachers.

Method:

Normative survey method was adopted.

Sample:

The sample for the study consisted of 400 prospective teachers in different colleges of education in Kanyakumari district.

Tools used:

1. Attitude Scale on M-Learning (Vishnuja and Prasad 2016). 2. Digital literacy test (Beulah and Prasad 2015).

Statistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA and Pearson product moment method of correlation.

Findings:

1. There exists significant difference in the mean scores of digital literacy of prospective teachers with respect to the background variables sex, having smartphone, frequency of mobile phone use, purpose of using mobile phone, place of internet access and frequency of using social network. 2. There exists no significant difference in the mean scores of digital literacy of prospective teachers with respect to the background variables locality, community, religion, programme and optional subject. 3. There exists no significant difference in the mean scores of attitude towards m-learning of prospective teachers with respect to the background variables sex, locality, community, religion, programme, optional subject and frequency of using social network. 4. There exists significant difference in the mean scores of attitude towards m-learning of prospective teachers with respect to the background variables programme, optional subject, having smartphone, frequency of mobile phone use, purpose of using mobile phone and place of internet access. 5. There exists significant positive correlation between Digital Literacy and attitude towards M-Learning of prospective teachers.



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1. Shani P.V. (2018). Mathematical thinking and Creativity of high school students. (Master's thesis, Guide : Dr.S.Praveen Kumar)

Objectives:

1. To study the significant difference, if any in the mathematical thinking of high school students with respect to the background variables gender, locality, type of school, type of management and type of family. 2. To study the significant difference, if any in the creativity of high school students with respect to the background variables gender, locality, type of school, type of management and type of family. 3. To study the correlation between Mathematical thinking and Creativity of high school students.

Method:

Normative survey method was used for the study.

Sample:

The sample for the consisted of study 400 high school students of various schools in Kanyakumari district.

Tools used:

1. Mathematical Thinking Test (Shani and Praveen kumar, 2017). 2. Wallach-Kogan creativity test (2012)

Statistical techniques:

Percentage analysis, Arithmetic mean, Standard deviation, t test, ANOVA and Pearson product moment method of correlation.

Findings:

1. There exists significant difference in the mean scores of mathematical thinking of high school students with respect to the background variables gender, type of school, and type of management. 2. There exists no significant difference in the mean scores of mathematical thinking of high school students with respect to gender and type of family. There exists significant difference in the mean scores of creativity of high school students with respect to background variables gender, type of school, type of management and type of family. 4. There exists no significant difference in the mean scores of creativity of high school students with respect to type of school. 5. There exists significant positive correlation between Mathematical thinking and Creativity of high school students.

Dhivya N.K. (2018). Naturalistic Intelligence and Energy crisis Awareness of Higher secondary students. (Master's thesis Guide: Dr. V.S.Minikumari)

Objectives:

1. To find out whether there is any significant difference in the mean scores of naturalistic intelligence of higher secondary students with respect to the background variables such as gender, locale, group of study, religion, type of management and community. 2. To find out whether there is any significant difference in the mean scores of energy crisis awareness of higher secondary students with respect to the background variables such as gender, locale, group of study, religion, type of management and community. 3. To study the correlation between Naturalistic Intelligence and Energy crisis Awareness of Higher secondary students.

Methods:

Normative Survey method was adopted for the study.

Sample:

The sample consisted of 400 higher secondary students studying in various schools in Kanyakumari district.

Tools used:

1. Energy crisis awareness Test (Dhivya and Minikumari 2018)
2. Naturalistic intelligence scale (Lathasree and Devika, 2013).

Statistical techniques:

Mean, standard deviation, t test, ANOVA and Pearson product moment method of correlation were used for the analysis of data.

Findings:

1. There exists significant difference in the mean scores of naturalistic intelligence of higher secondary students with respect to the background variables such as gender, locale, group of study and type of management. 2. There exists no significant difference in the mean scores of naturalistic intelligence of higher secondary students with respect to the background variables such as religion and community. 3. There exists significant difference in the mean scores of energy crisis awareness of higher secondary students with respect to the background variables such as gender, locale and community. 4. There exists no significant difference in the mean scores of energy crisis awareness of higher secondary students with respect to the background variables such as group of study, type of management and religion. There exists significant and positive correlation between Naturalistic Intelligence and Energy crisis Awareness of Higher secondary students.



3. Reshmi J.B. (2018). Relationship between Problem solving Ability and Stress coping of Higher Secondary students. (Master's thesis Guide : Dr.V.P.Bindu Gowri)

Objectives:

1. To study whether there exists any significant difference in the mean score of Problem solving ability of higher secondary students based on the background variables namely gender, locality of institution, type of management, religion, nature of school and type of family. 2. To study whether there exists any significant difference in the mean score of the stress coping of higher secondary students based on the background variables namely gender, locality of institution, type of management, religion, nature of school and type of family. 3. To study the correlation between Problem solving Ability and Stress coping of Higher Secondary students.

Method:

Normative survey method was used for this study.

Sample:

The study was conducted on a sample of 400 higher secondary school students in Kanyakumari district.

Tools used:

1. Problem solving ability test (Reshmi and Bindhu Gowri, 2017) 2. Stress coping scale (Sreelatha, 2013).

Statistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by Scheffé's procedure and Pearson product moment method of correlation.

Findings:

1. There exists no significant difference in the mean scores of Problem solving ability of higher secondary students based on gender. 2. There exists significant difference in the mean scores of Problem solving ability of higher secondary students based on locality of institution, type of management, religion, nature of school and type of family. 3. There exists significant difference in the mean scores of the stress coping of higher secondary students based on gender, locality of institution, type of management, nature of school and type of family. 4. There exists no significant difference in the mean scores of the stress coping of higher secondary students based on religion. 5. There exists significant positive correlation between Problem solving Ability and Stress coping of Higher Secondary students.

Rajani T.M. (2018). Effectiveness of Theme Based Approach on Holistic Development of Pre-school children. (Master's thesis, Guide : Dr.Sreelatha.S)

Objectives:

1. To develop a package of thematic webs and activities based on the selected theme. To findout the effectiveness of theme based teaching on holistic development of Pre-school children.

Method:

Experimental method was adopted for the study. Pre-test – Post-test non equivalent group design (quazi-experimental design) was used for the study.

Sample:

The study was conducted on a sample of 50 UKG children from NVKS Higher secondary school, Attoor. One division from UKG section was treated as experimental group (UKG-A – 24 children) and another division as the control group (UKG-B – 26 children). The experimental group was taught through theme based approach and control group through conventional method.

Tools used:

1. Thematic webs and lesson plans developed for the themes a) Animals b)Transport Birds and d) Plants. 2. Developmental scale to measure the holistic development of children (Rajani and Sreelatha, 2018)

Statistical Techniques:

t test and ANOVA

Findings:

1. There is no significant difference in the mean pre-test scores of holistic development of children in the experimental and control group. 2. There is significant difference in the mean post-test scores of holistic development of children in the experimental and control group. 3. There is no significant difference in the gain scores of experimental and control group. 4. There is significant difference in the mean pre-test and post-test scores of holistic development of children in the experimental group.

Sindhu.P (2018) Creativity and Successful Intelligence of Higher secondary students. (Master's thesis, Guide:Ms.Devika.S)

Objectives:

1. To study whether there exists any significant difference in the mean scores of creativity of higher secondary students with respect to gender, order of birth, type of family,



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locale of the school, nature of school and type of management. 2. To study whether there exists any significant difference in the mean scores of successful intelligence of secondary students with respect to gender, order of birth, type of family, locale of the nature of school and type of management. 3. To study the correlation between Creativity and successful intelligence of higher secondary students.

Method:

Normative survey method was used for this study.

Sample:

The sample for the study consisted of 400 higher secondary students in different schools of kanyakumari district.

Tools used:

1. Successful Intelligence Test (Sindhu and Devika, 2017). 2. Creativity test (Modified version of WALLACH-KOGAN creativity test, 2003).

Statistical techniques:

Arithmetic mean, Standard deviation, t test, ANOVA followed by Scheffe's procedure, Pearson product moment method of correlation.

Findings:

1. There exists no significant difference in the mean scores of creativity of young middle and elder born higher secondary students. 2. There exists no significant difference in the mean scores of successful intelligence of male and female higher secondary students. 3. There exists no significant difference in the mean scores of successful intelligence of young middle and elder born higher secondary students. 4. There exists no significant difference in the mean scores of successful intelligence of higher secondary students from nuclear and joint family. 5. There exists significant Positive correlation between Creativity and successful intelligence of higher secondary students.

Charles, Jerrin.C.M (2019). Reasoning Ability and Achievement in Mathematics of High school students. (Master's thesis, Guide: Prasad.P.S)

Objectives:

1. To compare the mean scores of reasoning ability of high school students with respect to the background variables namely, sex, locale, nature of school, type of management of schools and medium of instruction. 2. To compare the mean scores of achievement in mathematics of high school students with respect to the background variables namely, sex, locale, nature of school, type of management of schools and medium of instruction. 3. To study the correlation between Reasoning Ability and Achievement in Mathematics of High school students.

Method:

The method adopted in this study was normative survey method.

Sample:

The sample for the present study consisted of 400 IX standard students from different high schools of Kanakumari district.

Tools used:

1. Reasoning ability Test (Jerin Charles and Prasad, 2019) 2. For achievement in mathematics, the investigator used the marks in Mathematics obtained by the high school students in the quarterly examination collected from the school records.

Statistical techniques used:

Percentage, t test, ANOVA followed by Scheffe's procedure, Pearson product moment method of correlation.

Findings:

1. There is significant difference in the mean scores of reasoning ability of high school students with respect to sex, locale, nature of school and medium of instruction. 2. There is no significant difference in the mean scores of reasoning ability of high school students with respect to the type of management of schools. 3. There is significant difference in the mean scores of achievement in Mathematics of high school students with respect to sex, nature of school and medium of instruction. 4. There is no significant difference in the mean scores of achievement in Mathematics of high school students with respect to locale and type of management. 5. There is significant positive correlation between Reasoning ability and Achievement in Mathematics of High school students.

2. Ravithra.R.N (2019). Interpersonal Intelligence and Proficiency in English vocabulary among higher secondary students. (Master's thesis, Guide: Dr.C.Bright)

Objectives:

1. To study the significant difference if any in the mean scores of Interpersonal intelligence of higher secondary students with respect to the background variables namely gender, locale, type of management, medium of instruction, educational qualification of father, educational qualification of mother, occupation of father and occupation of mother.
2. To study the significant difference if any in the mean scores of Proficiency in English vocabulary of higher secondary students with respect to the background variables namely gender, locale, type of management, medium of instruction, educational qualification of father, educational qualification of mother, occupation of father and occupation of mother.
3. To study the correlation between Interpersonal Intelligence and Proficiency in English vocabulary of higher secondary students.

Method:

Normative survey method was used for this study.

Sample:

The present study was conducted on a sample of XI standard students of various higher secondary schools in Kanakumari District.

Tools used:

Interpersonal Intelligence scale (Ravithra and Bright, 2019) 2. Vocabulary Proficiency test (Ravithra and Bright, 2019).

Statistical techniques used:

Percentage, t test, ANOVA followed by Scheffe's procedure and Karl Pearson's product moment method of correlation.

Findings:

1. There is significant difference in the mean scores of Interpersonal intelligence of higher secondary students with respect to the background variables namely gender, locale, type of management, educational qualification of father and educational qualification of mother.
2. There is no significant difference in the mean scores of Interpersonal intelligence of higher secondary students with respect to the background variables namely medium of instruction, occupation of father and occupation of mother.
3. There is significant difference in the mean scores of Proficiency in English vocabulary of higher secondary students with respect to the background variables namely gender, type of management, medium of instruction, educational qualification of father, educational qualification of mother and occupation of father.
4. There is significant difference in the mean scores of Proficiency in English vocabulary of higher secondary students with respect to the background variables

namely locale and occupation of mother. 5. There exists significant positive low correlation between Interpersonal Intelligence and Proficiency in English vocabulary of higher secondary students.

Shiny.D (2019). Occupational stress and Job involvement of Pre-primary Teachers (Master's thesis, Guide:V.S.PavithraKumar)

Objectives:

1. To compare the mean scores of occupational stress of pre-primary teachers with respect to the background variables such as locale, type of management, specialization of ECE, years of experience, salary and marital status.
2. To compare the mean scores of job involvement of pre-primary teachers with respect to the background variables such as locale, type of management, specialization of ECE, years of experience, salary and marital status.
3. To study the correlation between Occupational stress and Job involvement of Pre-primary teachers.

Method:

Normative survey method was adopted for conducting the study.

Sample:

The present study was conducted on a sample of 200 pre-primary teachers of Kanakumari district.

Tools used:

1. Occupational stress scale (Celin shalini and Sreelatha, 2009). 2. Job involvement scale (Shiny and Pavithra Kumar, 2019).

Statistical techniques used:

Percentage t test, ANOVA followed by Scheffe's post hoc procedure and Pearson's product moment coefficient of correlation.

Findings:

1. There is no significant difference in the mean scores of occupational stress of pre-primary teachers with respect to the background variables such as locale, type of management, specialization of ECE, salary and marital status.
2. There is significant difference in the mean scores of occupational stress of pre-primary teachers with respect to the background variable years of experience.
3. There is no significant difference in the mean scores of job involvement of pre-primary teachers with respect to the background variables such as locale, type of management, specialization of ECE, years of experience, salary and marital status.
4. There is significant negative low correlation between Occupational stress and Job involvement of Pre-primary Teachers.

4. Shiny, M. (2019). Learning Difficulties in Economics of Higher secondary students (Master's thesis, Guide: Dr. K. Gireesh Kumar)

Objectives:

1. To identify the learning difficulties in Economics of higher secondary students with respect to content, teaching techniques, learning and classroom environment. 2. To find out whether there exists any significant difference in the learning difficulties in Economics of higher secondary students based on sex, locale, type of management, medium of instruction, parents' occupational status, community and religion.

Method:

Normative survey method was used for conducting the study.

Sample:

The study was conducted on a sample size of 400 higher secondary Economics grade students from selected schools in Kanyakumari district.

Tools used:

1. Questionnaire on learning difficulties in Economics (Shiny and Gireesh Kumar, 2019)

Statistical techniques:

Percentage, t test and ANOVA followed by Scheffe's procedure.

Findings:

1. There is significant difference in the mean scores of learning difficulties in Economics of higher secondary students based on locale, type of management and medium of instruction with respect to content, teaching techniques, learning and classroom environment. 2. There is no significant difference in the mean scores of learning difficulties in Economics of higher secondary students based on sex, parents' occupational status, community and religion with respect to content, teaching techniques, learning and classroom environment.

5. Sree, Udaya, S.B. (2019). Attention deficit Hyperactivity Disorder Awareness among Pre-primary Teachers. (Master's thesis, Guide: Dr. Deepa R.P)

Objectives:

1. To study whether there is any significant difference in the awareness among Pre-primary teachers on ADHD with respect to the background variables namely, locale, type of management, educational qualification, experience, religion and monthly income. 2. To study the awareness among Pre-primary teachers on ADHD based on dimensions namely, Inattention, Impulsivity, Hyperactivity, Interventions, Behavioural problems, Emotional development and Medications.

Method:

Normative survey method was adopted for conducting the study.

Sample:

The study was conducted on a sample of 300 Pre-primary teachers from various pre-primary schools of Kanyakumari district.

Tools used:

ADHD Awareness test (Udaya sree and Deepa, 2019).

Statistical techniques:

Percentage, t test and ANOVA followed by Scheffe's post hoc analysis.

Findings:

1. There exists significant difference in the mean scores of ADHD among pre-primary teachers based on locale, type of management and experience. 2. There exists no significant difference in the mean scores of ADHD among pre-primary teachers based on educational qualification, religion and monthly income. 3. There exists no significant difference in the mean scores of inattention awareness among pre-primary teachers based on locale, type of management, educational qualification, experience and monthly income. 4. There exists no significant difference in the mean scores of awareness on hyperactivity of pre-primary teachers based on educational qualification, experience and monthly salary. 5. There exists significant difference in the mean scores of awareness on hyperactivity of pre-primary teachers based on locale, type of management and religion. 6. There exists significant difference in the mean scores of Impulsivity awareness among pre-primary teacher on the basis of type of management, educational qualification and religion. 7. There exists no significant difference in the mean scores of Impulsivity awareness among pre-primary teacher on the basis of monthly income. 8. There exists no significant difference in the mean scores of awareness on behavioural problems among pre-primary teachers based on locale, type of management, experience, educational qualification, religion and monthly income. 9. There exists no significant difference in the mean scores of awareness on emotional development among pre-primary teachers based on locale, type of management, experience, educational qualification, religion and monthly income. 10. There exists no significant difference in the mean scores of awareness on intervention among pre-primary teacher based on locale, type of management, experience, educational qualification, religion and monthly income. 11. There exists no significant difference in the mean scores of awareness on medication among pre-primary teacher based on locale, type of management, experience, educational qualification, religion and monthly income.

M.Ed. Research Abstracts 2018-2020

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1. Malar, Merlin M (2020) Effectiveness of Mnemonic Techniques for Enhancing Vocabulary in English of class VI students (Master's thesis, Guide: Dr.K.Gireesh Kumar)

Objectives:

1. To Prepare instructional design based on mnemonic techniques for teaching vocabulary for the students of class VI. 2. To test the effectiveness of mnemonic techniques in enhancing English vocabulary by comparing the pre-test and post-test achievement scores of the experimental group and control group. 3. To test the effectiveness of mnemonic techniques in enhancing English vocabulary by comparing the post-test achievement scores of the experimental group for the total samples and sub samples.

Method:

Experimental method was adopted for the study Non- equivalent pre-test post-test design was used.

Sample:

The experimental study was conducted on a sample of 60 students studying class VI in NVKS Higher secondary school, Attoor, Kanyakumari district. The experimental group consisted of 30 students and the control group consisted of 30 students.

Tools used:

1. Instructional design in English vocabulary for the selected concept based on mnemonic techniques (Merlin Malar and Gireesh Kumar 2020). 2. Achievement test in English of selected concepts. (Merlin Malar and Gireesh Kumar 2020)

Findings:

1. There is no significant difference in the pre-test mean scores in English vocabulary for the experimental and control group for the total sample and subsample. 2. There is significant difference in the post-test mean scores in English vocabulary test in the experimental and control group for the total sample and subsample based on gender. 3. There is significant difference in the adjusted post-test and post-test mean scores in English vocabulary test in the experimental and control group for the total sample and subsample based on gender. 4. There is significant difference in the adjusted pre-test and post-test mean scores in English vocabulary test of the experimental group for the total sample and subsample based on gender.

Sujeesh.S (2020). Awareness of Dyslexia among Middle school Teachers. (Master's thesis, Guide: Dr.S.Praveen Kumar)

Objectives:

1. To study the significant difference if any in the mean scores of dyslexia awareness among middle school teachers in total with regard to the dimensions namely concept of dyslexia, Causes of Dyslexia, symptoms of Dyslexia, inclusion of children with Dyslexia and remedial measures to overcome Dyslexia. 2. To study the significant difference if any in the mean scores of dyslexia awareness among middle school teachers in total with respect to the background variables namely gender, locality, type of management, type of school, teaching experience, educational qualification and training on special education.

Method:

Normative survey method was adopted for the study.

Sample: The sample for the study comprised of 300 middle school teachers in Kanyakumari district.

Tools used:

The tool used for the study was Dyslexia awareness test.

Statistical techniques:

Percentage analysis, t test and ANOVA.

Findings:

1. There is no significant difference in the mean scores of awareness on dyslexia of middle school teachers with respect to the background variables gender, educational qualification and training on special education. 2. There is significant difference in the mean scores of awareness on dyslexia of middle school teachers with respect to the background variables locality, type of management, type of school and teaching experience.

