

Special Issue - College 70th Year

RESEARCH AND REFLECTIONS ON EDUCATION

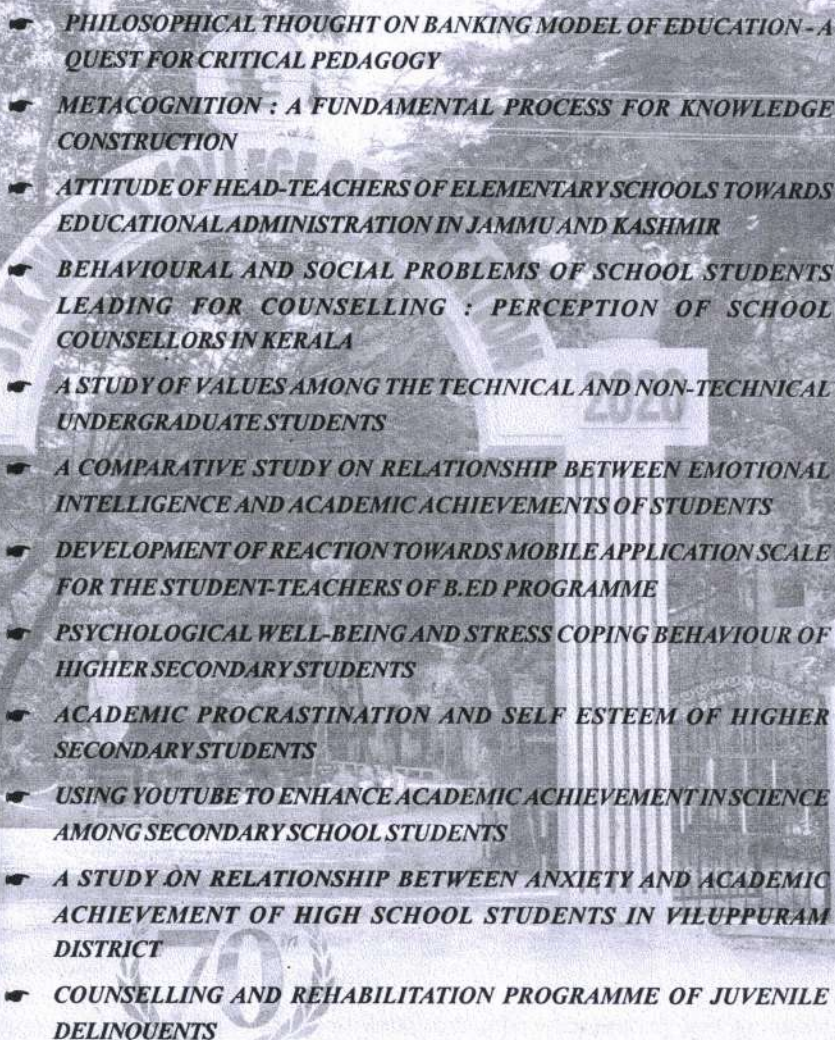
ISSN 0974-648X

a peer reviewed and refereed quarterly journal

UGC- CARE Approved

Volume : 18 No : 02A

July 2020

- 
- PHILOSOPHICAL THOUGHT ON BANKING MODEL OF EDUCATION - A QUEST FOR CRITICAL PEDAGOGY
 - METACOGNITION : A FUNDAMENTAL PROCESS FOR KNOWLEDGE CONSTRUCTION
 - ATTITUDE OF HEAD-TEACHERS OF ELEMENTARY SCHOOLS TOWARDS EDUCATIONAL ADMINISTRATION IN JAMMU AND KASHMIR
 - BEHAVIOURAL AND SOCIAL PROBLEMS OF SCHOOL STUDENTS LEADING FOR COUNSELLING : PERCEPTION OF SCHOOL COUNSELLORS IN KERALA
 - A STUDY OF VALUES AMONG THE TECHNICAL AND NON-TECHNICAL UNDERGRADUATE STUDENTS
 - A COMPARATIVE STUDY ON RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENTS OF STUDENTS
 - DEVELOPMENT OF REACTION TOWARDS MOBILE APPLICATION SCALE FOR THE STUDENT-TEACHERS OF B.ED PROGRAMME
 - PSYCHOLOGICAL WELL-BEING AND STRESS COPING BEHAVIOUR OF HIGHER SECONDARY STUDENTS
 - ACADEMIC PROCRASTINATION AND SELF ESTEEM OF HIGHER SECONDARY STUDENTS
 - USING YOUTUBE TO ENHANCE ACADEMIC ACHIEVEMENT IN SCIENCE AMONG SECONDARY SCHOOL STUDENTS
 - A STUDY ON RELATIONSHIP BETWEEN ANXIETY AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN VILUPPURAM DISTRICT
 - COUNSELLING AND REHABILITATION PROGRAMME OF JUVENILE DELINQUENTS

ANNIVERSARY



St. Xavier's College of Education
(Autonomous)

[Re-accredited (3rd cycle) at 'A' Grade by NAAC with CGPA : 3.67]

PALAYAMKOTTAI - 627 002. TAMIL NADU.

Email: rresxce@gmail.com

Web: www.sxcejournals.com

Principal

St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

Dear Readers,
Greetings,

With pride and ecstasy, we are hereby presenting the special issue of our Journal 'RRE', as our college celebrates the 70th year of its service to the nation. Starting its journey in 1950 in the southern part of Tamilnadu as one among the five teacher training institutes for secondary teachers with thirty-four candidates, today the college offers UG(BEd), PG(MEd), MPhil and PhD in Education. Opting for preparation of Rural and Dalit prospective teachers, the college leaves no stone unturned to equip them with the necessary skills for teaching-learning including Digi-emotive pedagogy, communicative English, social adaptation through extension activities and thirst for research through social projects. Having gone through the assessment of NAAC and been placed at 3.67 in the last cycle, we are preparing for the fourth; similarly, UGC has conferred Autonomy till 2027-28. I would like to gratefully remember the forefathers, brothers of our religious management, former and present professors, administrative staff, alumni, parents, well-wishers and students for their cooperation and contributions.

With all the above feathers in the cap of SXCE, we still experience while we observe the learning styles of our students, a common lacuna that hinders the growth, namely the habit of procrastination. Recently when the UGC announced that final year examinations will be conducted, there was a hue and cry; why is it? Pandemic may be the partial reason but ultimately the readiness of the students counts a lot. In other words, there is a tendency among the students to procrastinate the daily academic schedule which gets piled up, leading to fear, anxiety and stress. Therefore, this bad habit of postponing needs to be tackled at the early stages. It has been estimated that over 70% of college students engage in procrastination (Ellis & Knaus, 1977, Rothblum, 1984). Solomon and Rothblum (1984) examined the possible causes of academic procrastination, as perceived by students. Results indicated that fear of failure and task averseness were the primary motives reported. The treatment for this bad habit could be such as changing the study behaviour, modifying the learning styles, deeper look into time management and reducing the social activities. Footing on the sound analysis of self through SWOC and thus building the self-esteem and a positive outlook, a vast change may be effected in the person in the near future.

In this special issue, we have published twelve papers, dealing with issues of higher secondary students, prospective teachers, graduates and teachers. Certainly this would serve as a basis for further research and enlighten us about various problems we are grappling with. Make a slow reading and do profit out of it. As usual a word of feedback will help us to improve our journal publishing.

Thanking you in anticipation
Editorial Board



RESEARCH AND REFLECTIONS ON EDUCATION (A Quarterly Journal)

Reg.No : TNENG / 2003 / 10220

ISSN : 0974-648X

CONTENT

Philosophical Thought on Banking Model of Education - A Quest for Critical Pedagogy

T. Arockiasamy, Dr. Rev. Lawrence S. Fernandes SJ

Metacognition : A Fundamental Process for Knowledge Construction

Anshu Bhardwaj

Attitude of Head-teachers of Elementary Schools towards Educational Administration in Jammu and Kashmir

Dr. Asit K. Mantry, Dr. Ravi Vanguri

Behavioural and Social Problems of School Students Leading for Counselling : Perception of School Counsellors in Kerala

Rashmi.P.C, Prof.(Dr.) C.Naseema

A Study of Values among the Technical and Non-technical Undergraduate Students

Anamika Pandey, Arun Kumar Pandey

A Comparative Study on Relationship between Emotional Intelligence and Academic Achievements of Students

Devi, Dr. Madhusmita

Development of Reaction towards Mobile Application Scale for the Student-teachers of B.Ed Programme

Somashekhara. M, Jagannath K. Dange

Psychological Well-being and Stress Coping Behaviour of Higher Secondary Students

P.Punitha, Dr. M. Antony Raj

Academic Procrastination and Self Esteem of Higher Secondary Students

P. Raji, Dr. A. Punitha Mary

Using Youtube to Enhance Academic Achievement in Science Among Secondary School Students

Dr. R. K. Parua

A Study on Relationship between Anxiety and Academic Achievement of High School Students in Viluppuram District

Dr. G. Santhi

Counselling and Rehabilitation Programme of Juvenile Delinquents

Soumya Mary Mathews, Dr. S.Arulsamy

PSYCHOLOGICAL WELL-BEING AND STRESS COPING BEHAVIOUR OF HIGHER SECONDARY STUDENTS

Research
Paper

ABSTRACT

The study aims to find the psychological well-being and stress coping behavior of higher secondary students for which the investigator has chosen the sample of 400 students from different schools in Tirunelveli and Thoothukudi districts. The stress coping behavior scale constructed and validated by the investigators (2018) and Psychological Well-being Inventory constructed and validated by Jeyanthi and Antony Raj (2015) were the tools used in this study. The investigators have used descriptive survey method. Null hypotheses were framed and tested by the investigators. The investigators found that the psychological well-being and stress coping behavior of higher secondary students are moderate. Further they found a significant relationship between psychological well-being and stress coping behavior of higher secondary students.

Introduction

Ancient education aimed at scholastic and mental development only. In a way it was unsuccessful to promote and enhance other aspects of human development. The occurring of deep knowledge was the major concern of traditional concept of education. On the contrary, the modern education is in constant worry on various aspects of human development such as, physical, mental, psychological, emotional, social, spiritual, ethical and democratic and this is called as wellbeing. Thus the modern concept of education lays stress on all round development of individuals which enables them to live a happy and content life. The fundamental purpose of education is not merely to enrich the well being of students through the fullness of knowledge, but also to teach them to lead a stress free life.

Significance of the study

The present century is full of stress and strain in the life of all human beings because of the enormous development of modern technology. Stress is an integral part of the human beings life. A stress-free life is not possible in today's environment as the world is more competitive. All that one can do is to manage the stressful situation and overcome it. For this by all means the human beings must maintain a good physical, emotional, mental, social, and spiritual health.

The state of good mental and emotional health is called as Psychological well-being. People who are psychologically healthy are free from mental disorders and manage their

stress and it does not interfere with their ability to enjoy life and participate in society.

Psychological well-being is a positive attribute and something all human beings have. By promoting Psychological well-being one can increase one's resilience to cope with life's difficulties. People who are psychologically healthy are free from mental problems and stress.

Adolescence is considered as a stressful period due to physical, psychological, sexual changes and is also influenced by maturity. It is a crucial phase in life course of an adolescent as depression, anxiety, and stress at this stage of life is a matter of concern. Higher secondary students as adolescents face a lot of problems in their life. Since this is the period for deciding their higher studies and carrier in their life high score in the higher secondary examination is the target of today's generation and so automatically they fall in stress. Because of this academic stress, they are not able to cope with the teachers and family members and even with the peers. Students who have psychological well being are free from stress and they manage their stress by adapting a suitable stress coping behaviour so that it does not interfere with their ability to enjoy their academic and

P.Punitha

M.Phil scholar, St. Xavier's College of Education (Autonomous), Palayamkottai-627002.

Dr.M.Antony Raj

Assistant Professor, St. Xavier's College of Education (Autonomous), Palayamkottai-627002.

Principal

St. Xavier's College of Education
(Autonomous)
Palayamkottai - 627 002

personal life. So the prime investigator being a higher secondary teacher has chosen the topic "Psychological well-being and Stress coping behavior of Higher Secondary Students"

Objectives

1. To find out the stress coping behavior of higher secondary students
2. To find out the level of psychological well-being of higher secondary students irrespective of their stress coping behavior.
3. To find out the relationship between psychological well-being and stress coping behavior of higher secondary students.

Hypotheses :

1. There is no significant relationship between psychological well-being and stress coping behavior of higher secondary students.
2. There is no significant relationship between psychological well-being and active stress coping behavior of higher secondary students.
3. There is no significant relationship between psychological well-being and passive stress coping behavior of higher secondary students.

Methodology

In the present study survey method is employed. Sample consisted of 400 higher secondary students from Tirunelveli and Thoothukudi district.

Tools Used

Stress coping behavior questionnaire developed and validated by the investigators (2018) and the Psychological well-being inventory constructed and validated by Jeyanthi and Antony Raj (2015) are the tools used in this study.

Statistical techniques used

Arithmetic Mean, Standard Deviation, 't'- test, ANOVA, Chi-square, Pearson Product Moment Correlation are used for data analysis.

Data analysis

Objective

To identify the stress coping behaviour of higher secondary students.

Table 1
Identification of the Stress Coping Behaviour

Research Paper

Stress coping behaviour	Number	Percentage
Active	347	86.75
Passive	53	13.25
Total	400	100

The above table 1 shows that 86.75% of the respondents have active stress coping behaviour and 13.25% of the respondents have passive stress coping behaviour

Objective

To find out the level of psychological well-being of higher secondary students with active stress coping behaviour.

Table 2

Level of Psychological Well-Being of Higher Secondary Students with Active and Passive Stress Coping Behaviour

Variable	Stress coping behaviour	Low		Moderate		High	
		N	%	N	%	N	%
Psychological	Active	76	21.9	197	56.8	74	21.3
well-being	Passive	10	18.9	32	60.3	11	20.8

The above table shows that among the higher secondary students with active stress coping behaviour 21.9% have low, 56.8% have moderate and 21.3% have high level of psychological well-being. Regarding the students with the passive stress coping behaviour 18.9% have low, 60.3% have moderate and 20.8% have high level of psychological well-being.

Hypothesis 1 : There is no significant relationship between psychological well-being and stress coping behaviour of higher secondary students.

Table 3

Relationship between Psychological Well-Being and Stress Coping Behaviour of Higher Secondary Students

Variables	df	Calculated 'γ' value	Remarks
Psychological well-being Vs Stress coping behaviour	398	0.487	S

(At 5% level of significance, the table value of 'γ' is 0.098)

It is inferred from the above table that there is a significant relationship between psychological well-being and stress coping behaviour of higher secondary students.
Hypothesis : 2 There is no significant relationship between psychological well-being and active stress coping behaviour of higher secondary students.

Table 4

Relationship between Psychological Well-Being and Active Stress Coping Behaviour of Higher Secondary Students

Variables	df	Calculated 'γ' value	Remarks
Psychological well-being Vs Active stress coping behaviour	345	0.3	S

(At 5% level of significance, the table value of 'γ' is 0.098)

It is inferred from the above table that there is significant relationship between psychological well-being and active stress coping behaviour of higher secondary students.

Hypothesis 3 : There is no significant relationship between psychological well-being and passive stress coping behaviour of higher secondary students.

Table 5

Relationship between psychological well-being and passive stress coping behaviour of higher secondary students

Variables	df	Calculated 'γ' value	Remarks
Psychological well-being Vs Passive stress coping behaviour	51	0.183	NS

(At 5% level of significance, the table value of 'γ' is 0.273)

It is inferred from the above table that there is no significant relationship between psychological well-being and passive stress coping behaviour of higher secondary students

Findings

1. The findings reveal that among the higher secondary students 21.3% with active stress coping and 20.8% with passive stress coping behaviors have high level of psychological well-being.
2. There is a significant relationship between psychological well-being and stress coping behavior of higher secondary students irrespective of their coping style.
3. There is a significant relationship between psychological well-being and active stress coping behavior but no significant relationship is found between psychological well-being and passive stress coping behavior of higher secondary students.

Conclusion

The results of this study revealed a significant relationship between psychological well-being and active stress coping behavior of higher secondary students. The higher secondary students those who have better psychological well-being are mentally very healthy and so they are able to manage any stress in their life. The psychological well-being enables them to face any stress actively and to deal directly the stress they face. The better coping with stress, in turn, can influence the regulation of health behaviors, thus leading to overall well-being. Research Studies have revealed that people with higher psychological well-being are more likely to live healthier and longer lives. They are also more likely to enjoy a better quality of life. So it is the duty of the higher secondary teachers to foster the psychological well being of students through positive education and they should implement positive psychology's teachings into their classrooms.

Reference

1. Flowerlet, V., and Thomas Alexander, D. (2017). *Stress management of B.Ed Trainees in relation to their Gender and social media. Inigo Edu Research*, vol 1 (8).
2. Kaur, A. (2014). *Study of academic stress of +1 student in relation to school environment. Miracle of teaching*, 13 (1).

Continued on Page 40

It is revealed from the table 2, the mean scores of control and experimental group is found to be 27.06 and 31.80 respectively with standard deviation 4.96 and 3.94. The 't'-ratio between the two groups is found 4.12, which is significant at 0.01 level of significance. That means the teaching through YouTube videos has a significant effect on the achievement in science among secondary school students. Thus the hypotheses that 'there exists a significant effect of YouTube on academic achievement among secondary school students' is retained

The mean of Pre-Test and Post-Test scores are depicted in the following Column graph.

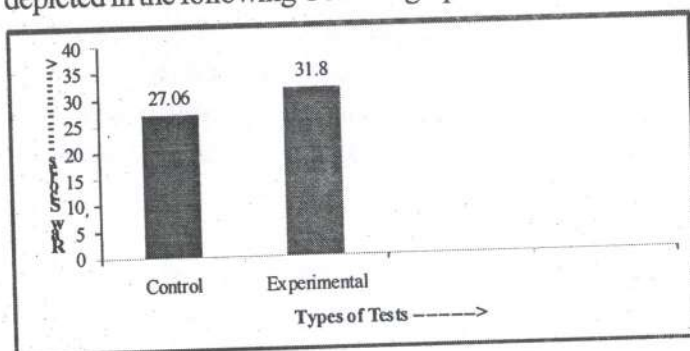


Fig-1 : Mean scores of control and experimental groups of students on science achievement test in post-test

Discussion and Conclusion

The implementation of YouTube in education has been a priority trend of educational reform today. So, there should be an active participation, initiative and good will of the schools and the government institutions to enhance YouTube learning implementation at school. The findings of the study revealed that the positive effects of using YouTube on academic achievement in science among secondary school students. Students those were taught through youtube had more mean scores than the students taught through traditional method of teaching. These findings resonate with earlier studies (Memon, Saif and Malik, 2018;) which claimed that YouTube videos made the lesson more exciting and stimulating and enhance achievement among students.

This youtube learning enables the students to make relationships between the daily events and different concepts on science. This type of studies should also be conducted in other topics and presented to teachers for their use. Prior knowledge of the students should be awared by the teachers for effective teaching. Since the teachers are poor to develop

youtube learning, they should be given in-service training to make up for these deficiencies. Since this teaching through youtube is efficient, it can be emphasized more in the curriculum.

References

1. Ebied, M.M.A., Kahouf, S.A.A., & Rahaman, S.A.A. (2016). Effectiveness of Using YouTube in Enhance the Learning of Computer in Education Skills in Najran University, *International Interdisciplinary Journal of Education*, 5(3), 620-625.
2. Helou, A.M. (2014). The influence of social networking sites on students's academic perofrmance in Malaysia. *International Journal of electronic commerce studies*, 5.
3. Memon, S.A.Z., Saif, A.D.A.G and Malik, S.A.Z. (2018). The impact of the use of youtube and facebook on students's academic acheivement in Geography course in the university of Jordan for the bechlers Degree. *Modern Applied Science*, 12(3), 164-174.
4. Parua, R.K. and Sahoo, G.C. (2018). Attitude of undergraduate students towards social networking sites for their academic achievement. *Chetna: International Educational Journal*, 3(3), 64-72.
5. Sahoo, G.C. (2019). Perception of students towards social netwroking sites for thier academic achievement. Unpublished M.Phil. Dissertation, Education. Baripada: North Orissa University.
6. Si, S.K. (2019). Effect of youtube learning on the academic enhancement among secondary school students. Unpublished M.Ed. dissertation, Education. Baripada: North Orissa University.

Continuation of Page 33

PSYCHOLOGICAL WELL-BEING..

3. Lizzie, J., and Hemalatha Kalaimathi, D (2018). A study on Life coping skills among students. *Journal of Humanities and social sciences*, vol 8 (1).
4. Sibichen, K.K & Gopalakrishnan, A.V. (2013). Academic stress of higher secondary school students of kottayam district. *HTCE Journal of Educational Research*, 1 (1).
5. Sivasubramanian, D., and Antony Raj, M. (2016). Well-being and achievement motivation of higher secondary students. *Xavier Journal of Research Abstracts*, vol 3 (3).