

WAYS TO IMPROVE HAPPY QUOTIENT IN THE CLASSROOM

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ABSTRACT

In today's fast-paced world, we struggle hard to achieve the best of everything but the element of happiness remains missing. In addition to the challenges of learning and achievement, students come to school with stressors arising from many sources including family-system disturbances, peer-interaction conflicts, socio-cultural components, and vulnerabilities to physical and mental health risk factors. In schools, learners are also facing the repercussions of such challenges in a world that is more competitive, stress fueled and test-focused than ever before. Happy is a mental or emotional state of well-being defined by positive or pleasant emotions ranging from contentment to intense joy. The Gross National Happiness (GNH) is an aggregate measure of a country's national production. At the same time, a growing body of research has highlighted the crucial relationship between happiness and educational quality, whereby schools that prioritize learner wellbeing have the potential to be more effective, with better learning outcomes and greater achievements in learners' lives. So the present study focuses on the Happy Quotient and the ways and tips to improve Happy Quotient in the classroom settings.

Keywords: Socio-cultural components, Educational quality, Happiness ,Happy Quotient

Introduction

Happiness is a state of well-being and contentment. It is a pleasurable or satisfying experience of mind. Happiness is the underlying aspiration behind every human activity. Indeed, there is unanimous consensus among human beings. It is a state of conflict, works together, or a state of being in acceptance is happiness. When one is in harmony within and with the world outside, one experiences the absence of struggle or work together, and feels the need to make this state sustainable and continuous. (Nagraj, 1999) A concept of happiness was also developed by O'Brien (2008). It is defined as 'happiness that contributes to person, community, or global well-being without exploiting other people, the environment, or future generations. It is the degree to which an individual judges the overall quality of his own life as a whole favorably, and it is generally considered to be an ultimate goal in life. Aristotle concluded that, more than anything else, men and women seek happiness (Csikszentmihalyi, 1990).

Happiness index can be used to detect the workings of the society, can be used as a measure of an important indicator of a harmonious society. A well-functioning society, must be in economic and social development and the people get a balance between the quality of life of ascension (Chen, W., Duan, Y, 2017). Happiness is made of a number of factors such as general life satisfaction, positive emotions, etc. (Tabbodi, M., Rahgozar, H., & Abadi, M.M.M, 2015). There is evidence that people may experience a higher level of happiness than usual days, compared with their baselines, when they feel fulfilled in their basic needs for competence, autonomy and relatedness in major activities in their workplace (Sheldon et al., 1996; Reis et al., 2000; Buonomo et al., 2019). Happy people are more inclined to live healthier. Happy people tend to watch their weight, and engage in sports. Moreover, they are quicker at identifying symptoms of illness and more successful in coping with threatening information (Graham, 2008; Angner et al., 2009; Van Cappellen et al., 2018; Steptoe,

2019). The idea of researching happiness is relatively new. So the present study focuses on the Happy Quotient elements, factors affecting happiness, the triad of happiness.

Happiness

The term happiness seems very vague, unmanageable and non-technical for scientific use. Seligman (2002) proposed that the term could be categorized into five

quantities of our friendship and other relationships and connections) and psychological (developing our resilience and optimism) (Fredrickson & Branigan, 2005).

2) **Engagement (engaged life)**- The second part of a happy life in Seligman's theory is engagement (engaged life) a life that pursues involvement and absorption in work, intimate relations, and leisure (Csikszentmihalyi, 1990).



Fig.1. Showing the Components of Happiness

scientifically manageable realms. These are positive emotions (pleasant life), engagement (engaged life), meaning (meaningful life), positive relationship, and accomplishment. These terms are measurable, manageable, and can be handled precisely. Most importantly the components are skill-based and can be taught and learned.

1) Positive emotions (Pleasant life) The pleasant life consists of having a lot of positive emotion about the present, past and future and learning the skills to amplify the intensity and duration of these emotions (Seligman et al., 2005). Satisfaction, contentment, pride, serenity and fulfillment are some of the emotions about the past. Positive emotions about the present include satisfaction derived from immediate pleasure and positive emotions about the future include hope, optimism, faith, trust and confidence (Fredrickson & Brangian, 2005). They enable an individual to create additional resources in four main categories—intellectual (developing our problem-solving skill), physical (developing our physical strength and cardiovascular health), social (facilitating the quality and

3. Meaning (meaningful life)- The third part of Seligman's model is meaning. Human beings want meaning and purpose in life" (Seligman, 2002). And life gets meaning when it is extended from the self. According to Seligman (2002) "The meaningful life consists in belonging to and serving something that we believe is bigger than the self". Meaning increases when one uses his character strength for betterment of others. These activities produce a subjective sense of meaning and are strongly correlated with happiness (Lyubomirsky, King & Diener, 2005).

4) Accomplishment -Accomplishment is the fourth element of the well-being model of Seligman that the authentic happiness model did not consider. People pursue success, accomplishment, achievement, mastery and success for their sake. Though people work, play for the pursuit of fun, engagement and joy but at the same time they own the pursuit of victory. Nurturing Accomplishment on its own or together with any of the other four facets, says Seligman, will lead to higher well being (Seligman, 2002).

5) Positive relationship- Positive relationship is the fifth element of the well-being theory of Seligman. This element recognizes the importance of connectedness and thriving relationship in well-being. There is no denying that the desire for connection is a fundamental human need. One's relationships with family, friends, loved ones, colleagues and others are a central determinant of wellbeing. Being an element of well-being theory positive relationship fulfills at least two criteria of well-being theory. They contribute to well-being and they can be measured independently of the other elements (Seligman, 2002).

Factors affecting happiness

Following factors which affect happiness are

- **Personality:** Personality dimensions have impact on the peoples' happiness. Psychological studies about the influence of personality on the amount of happiness, have confirmed the positive relationship between extraversion and happiness.
- **Self-esteem:** Self-esteem is one of the factors that can have a significant impact on happiness. When there is discomfort and lack of self-esteem, happiness decreases.
- **Religious beliefs:** One of the factors contributing to happiness is faith. It makes people feel less abandoned, and lonely.
- **Social capital:** Social capital affects happiness more than human capital. Leisure time activities: It can be a very good source to create happiness.
- **Economic situation:** Some think money is the main factor of happiness, while scholars have rejected this approach.
- **Health:** Happiness boosts the immune system and strong immune system, improves health (Tabbodi, M., Rahgozar, H., & Abadi, M. M. M, 2015)

Seven elements of HQ

The HQ is based on the seven elements Framework, which focuses on Life Integration not work-life balance.

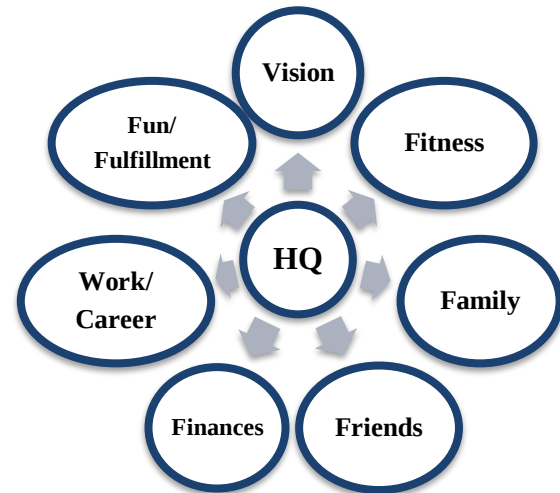


Fig.2. Showing the seven elements of happiness

The triad for happiness:

1. Through our senses: This is the pleasure we get via inputs through the 5 senses of sight, sound, touch, smell, and taste. We can observe/experience that happiness through our senses like eating good food, watching a film, or listening to music is highly enjoyable but shorter in duration. Happiness from tasting a piece of sweet, or watching a good film could last from a few seconds to a couple of hours. Hence, this can be classified as Momentary Happiness.

2. Feelings in relationships : People intrinsically desire feelings like affection, care, gratitude, and respect in all our relationships. These feelings establish the value of a relationship and thus they are called 'values'. We expect these feelings to be fulfilled. These expectations can't be fulfilled by any material or physical things, but by feelings only. It is when these expectations are met that we feel happy. Also, when we internally feel values of affection, trust, respect, gratitude for someone, happiness from such feelings stays with us for a longer time than that derived

through the senses. This is Deeper Happiness. Their impact on our inner state is long and helps us 'be' in a relationship.

3. Learning (change in behaviour according to constructive understanding) and awareness: This is to do with being aware of our thoughts, being mindful of our actions and being free from internal conflict. This happiness is what we experience when we solve the problem, learn something new, understand a concept or some meaning that stays with us for a much longer period. Hence, this is sustainable happiness, which involves clarity of thought, deeper understanding of self, being able to focus, being mindful, finding cause, purpose, and interconnectedness in our living, etc.

To sustain the happiness that is born of such understanding is an antidote to social, emotional, and behavioral difficulties. A person who derives happiness from learning (constructive understanding reflective from changed behavior) and awareness and is able to sustain his/her happiness, is balanced in the face of difficult situations and is able to retain a sense of calm and peace. This individual will also be empathetic, compassionate, and will be able to find meaning and purpose in life.

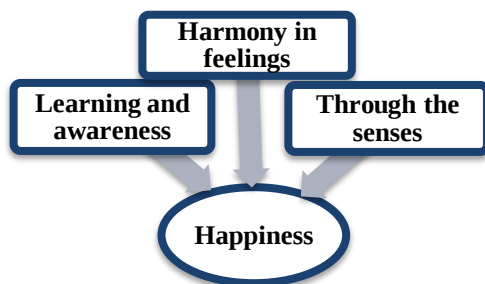


Fig.3. Showing the triad of happiness

Tips to encourage a positive attitude in students

Happiness is created when a person has a positive outlook towards different situations.

A teacher can encourage a positive attitude in the students, by following certain tips:

- **Set an example** - Students tend to be happy when the teachers are happy. Teachers set examples for students to follow.
- **Create a positive learning atmosphere**- A positive learning atmosphere is one where the students are actively involved in the classroom. Teachers can include activities and discussions in the classroom to create a positive atmosphere.
- **Eliminate negativity**-The classroom tends to become a little negative especially during exams and when the results are declared. Encouraging words from the teacher will lighten the atmosphere in the classroom and will do away with the negativity.
- **Encourage students**-Students often need a push to do well. A small word of encouragement from the teacher motivates the students to learn and grow.
- **Incorporate rewards to encourage positivity**-Rewards are known to motivate students to perform better in the classroom. When rewards are combined with learning, the students are encouraged to actively involve themselves in the classroom.

How to turn the classroom into a happy and creative space

- **Take learning outside the classroom**-Children respond better to learning when the monotony is reduced. Teachers can plan a field day or an outdoor learning day to encourage the students to learn outside the classroom. This also encourages the students to not restrict their learning to the classroom. Students can also be encouraged to be curious about their surroundings and question everything around them.
- **Create music**- Teachers can bring in an element of music into the classroom,

where students can be encouraged to pen down songs on topics like elements of the periodic table, mathematical formulas, tenses in language, events from history, etc. Students can also sing and have their own musical band.

- **Involve movement**-Students learn better when they move around. Teachers can either introduce warm-up activities before starting the class or can have games during the class. Teachers can also encourage socializing among the students, where students learn by interacting with each other.
- **Incorporate quiet time**- Teachers can introduce the students to the concept of quiet time, where the students can engage in activities like drawing, solving a puzzle, writing, or doing some quiet work. This helps the students to relax mentally, physically, and emotionally.
- **Spend time getting to know the students**-Teachers can make learning fun and turn the classroom into a happy place by merely spending time with the students. Getting to know the students will help establish a bond between the students and the teacher.

Mediating role of happiness in teachers' health

Despite their dispositional traits, teachers have to face and cope with specific working conditions, which might result in either challenging or enhancing their happiness. Teachers do not operate in a vacuum and schools are an emotional arena, able to elicit positive or negative feelings in the interaction of individuals with their working environment. As Fineman (2012) noted, teaching experience may generate significant and repeated unpleasant emotions, eventually leading to high level of stress and negative consequence on the general state of health. In this regard, the transactional theory of Lazarus and Folkman (1984) posits the dynamic, mutually

reciprocal, bidirectional interactions of teachers with their workplace, including factors such as teacher perceived leadership style, attribution of student misbehaviors, and perceived exchange of investments and outcomes (Bibou-Nakou et al., 1999; Friedman, 2000; Evers et al., 2004; Van Horn et al., 2004). This theory underlines the cognitive process through which individuals mold their interaction with the specific characteristics of their environment, in the light of their assessment of the stimuli and their coping strategies. Therefore, happiness and self-esteem, as dispositional resources, not only impact individuals' health, but also how individuals respond to their working environment, activating further resources to face the challenges of their workplace (Sutton et al., 2009). There is evidence to prove that people with positive thoughts are healthier and more successful in their working life; they are more productive and efficient, generating a competitive advantage for their organizations (Momeni et al., 2011).

Conclusion

Education has a larger purpose to serve and hence, it cannot be seen in isolation from the dire needs of today's society. Educators and schools across the globe are realizing the need for a wellness lesson for school children. Happiness is the underlying aspiration behind every human activity. Indeed, there is unanimous consensus among human beings. Regular happiness classes will enable students to reflect on the relationship between their feelings, thoughts, behavior and their impact on themselves, family, society around them and the natural environment.

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METACOGNITIVE SKILLS AND ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS IN ENGLISH

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ABSTRACT

Metacognition pertains to the knowledge and skills for organizing, guiding, and controlling one's thinking, actions, and learning processes. Students with good metacognitive skills are at the helm of their learning process, through which they can execute a learning task more effectively. Metacognition is essential to successful learning because it enables individuals to better manage their cognitive skills and to determine weaknesses that can be corrected by constructing new cognitive skills. Students should be explicitly informed about the benefits of metacognitive activities to make them exert the extra effort required for these activities. In the present study, the investigators adopted the survey method. The accessible population for the present study was higher secondary students in Tirunelveli district. The investigators used a simple random sampling technique and the sample consists of 400 students. The tools used for the present study were the Metacognitive Skill Scale and Academic Achievement of the higher secondary students were measured using the test. The statistical techniques used for the present study were 't' test and Pearson Product Moment Correlation.

Keywords-Metacognitive skills, Academic achievement

Introduction

Metacognition is, thinking about one's thinking. More precisely, it refers to the processes used to plan, monitor, and assess one's understanding and performance. Metacognition is a very complex phenomenon. It refers to the cognitive control and monitoring of the cognitive processes; action, memory, and reasoning. Metacognition is the knowledge of one's process and the efficient use of this awareness to self-regulate these cognitive processes (Brown, 1987). Metacognition includes a critical awareness of one's thinking and learning and oneself as a thinker and learner. Metacognitive practices increase students' abilities to transfer or adapt their learning to new contexts and tasks. Metacognitive practices help students become aware of their strengths and weaknesses as learners, writers, readers, test-takers, group members, etc. A key element is identifying the limit of one's knowledge or ability and then figuring out how to expand that knowledge or develop their ability. Those who know their strengths

and weaknesses in these areas will be more likely to "actively monitor their learning strategies and resources and assess their readiness for particular tasks and performances" (Branford, John D., Brown Ann L., and Cocking Rodney R, 2000). It also refers to consequent growth in knowledge and adjustment to the environment. The nutritional, emotional, and social factors of the learners influence cognitive development. This study highlights metacognitive skills of higher secondary students and, how they influence in their academic achievement in English.

Significance of the study

The aim of education globally is to enhance student's cognitive skills. There is a need to understand several ways to improve the student's cognitive abilities. Metacognition is a higher-order thinking process responsible for active control over cognitive processes. The teachers must make students responsible and how to be conscious of themselves. A higher level of cognition and the knowledge of learning style preference are necessary. This study

will make some contribution to the literature on the two factors essential for better academic achievement. The significance of this study is paramount as it contributes valuable insight and theory into the role that learning styles and metacognition play in the relationship between cognitive strategies and academic achievement. In this study, it is aimed to discover the learning style preference for higher secondary school students. This study may help the teachers to understand the student's likes and dislikes equipping them to be more effective in the classroom.

Objectives

1. To find out whether there is any significant difference between higher secondary students in their metacognitive skills with respect to locality of school.
2. To find out whether there is any significant difference between higher secondary students in their metacognitive skills with respect to medium of instruction.
3. To find out whether there is any significant difference between higher secondary students in their academic achievement in English subject with respect to locality of school and medium of instruction
4. To find out whether there is any significant relationship between metacognitive skills and academic Achievement among higher secondary students in English subject.

Methodology

In the present study, the investigators adopted the survey method. The population accessible for the present study consisted of male and female students of higher secondary schools in the Tirunelveli district. The investigators have used a simple random sampling the technique for selecting the sample from the population. The sample

consists of 400 students from government, aided, and self-financing higher secondary schools. The investigators developed and used the Metacognitive Skills Scale (2020) and Academic Achievement Test (2020). Metacognitive Skills Scale included five dimensions namely Planning, Monitoring, Controlling and Regulating, Strategy use, and Evaluation. The statistical techniques used were 't' test and Pearson Product Moment Correlation.

Data analysis

Null hypothesis: 1. There is no significant difference between higher secondary students in their metacognitive skills with respect to the locality of the school.

Table 1: Significant difference between higher secondary students in their metacognitive skills with respect to locality of school

Metacognitive Skills	Locality of School	Count	Mean	SD	Calculated 't' value	Remarks
	Rural	274	63.10	3.814		
	Urban	126	64.80	4.151		

(At 5% level of significance the table value of 't' is 1.96)

The calculated 't' value is greater than the table value. Therefore. It can be inferred that there is a significant difference between higher secondary students in their metacognitive skills with respect to the locality of the school.

Null hypothesis : 2 There is no significant difference between higher secondary students in their metacognitive skills with respect to medium of instruction

Table 2: Significant difference between higher secondary students in their metacognitive skills with respect to the medium of instruction

Metacognitive Skills	Medium of Instruction	Count	Mean	SD	Calculated 't' value	Remarks
	Tamil	335	63.83	3.992	4.033	S
	English	65	62.65	3.907		

(At 5% level of significance the table value of 't' is 1.96)

The calculated 't' value is greater than the table value. Therefore, there is a significant difference between higher secondary students in their metacognitive skills with respect to the medium of instruction.

Null hypothesis :3 There is no significant difference between higher secondary students in their academic achievement in English subject with respect to locality of school and medium of instruction

Table 3: Significant difference between higher secondary students in their academic achievement in English subject with respect to locality of school and medium of instruction

Academic achievement in English subject		Count	Mean	SD	Calculated 't' value	Remarks
Locality of School	Rural	274	128.47	38.165	1.155	NS
	Urban	126	133.33	41.236		
Medium of instruction	Tamil	335	128.74	39.629	1.462	NS
	English	65	136.49	36.324		

(At 5% level of significance the table value of 't' is 1.96)

The calculated 't' value is lesser than the table value. Therefore, it can be inferred that there is no significant difference between higher secondary students in their academic achievement in English subject with respect to the locality of the school and medium of instruction.

Null hypothesis : 4 There is no significant correlation between metacognitive skills and academic achievement of higher secondary students.

Table 4: Correlation between metacognitive skills and academic achievement of higher secondary students in English subject.

Category	Calculated 'r' value	Table value at 5% level	Remarks
Metacognitive skills and Academic Achievement	0.106	0.098	S

The calculated 'r' value is greater than the table value at 5% level of significance. Therefore, there is a significant correlation between metacognitive skills and academic achievement of higher secondary students in English subject.

Interpretations of the findings

The 't' test reveals that there is significant difference between higher secondary students in their metacognitive skills with respect to the locality of the school. It is viewed from the analysis that students studying in schools situated in urban areas are better in metacognitive skills as compared to the students studying in schools situated in rural areas. This may be due to the fact that urban students experience something new every day and they get adopted with new situations. They find themselves busy with daily schedule, Moreover, their parents too would be a supporter in every aspect.

The t-test reveals that there is significant difference between higher secondary students in their metacognitive skills with respect to the medium of instruction. It is inferred that Tamil medium students are better in metacognitive skills than the students studying in the English medium. The reason may be that the students studying in the Tamil medium enjoy their classes, as they study through the

mother tongue and they can easily understand the concept as compared to English medium students.

Educational Implications

Parents and teachers can take the necessary steps to develop metacognitive skills.

- The teachers should enhance their students to do constructive activities and appreciate them even if they failed to do well. This will help them to develop their confidence as well as metacognitive skills.
- Motivation, flexibility, soft approach, caring of the teacher towards their students will also help a lot to improve their metacognitive skills.
- Educational institutions have an obligation to make learners aware of the variety of learning methods available to them.

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USAGE OF SOCIAL MEDIA AMONG PROSPECTIVE TEACHERS

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ABSTRACT

The present age is featured as the modern era of information and communication revolution. As part of a global village and in the age of the internet, mostly young educated people are maintaining their inter-personal relationships through Social Networking Sites (SNSs) which are regarded as popular ways of CMC (Computer-Mediated Communication). Numerous studies outline the significant relationship between SNSs and their influence on college student's interpersonal relationship patterns. The main aim of the study is to find out the significant difference between certain demographic variables. The survey method was adopted for this study. The population consists of prospective teachers in Pudhukottai District. Simple Random Sampling technique was used. Social Media Scale was developed and validated by the investigator. The statistical techniques used were 't' test and correlation. The findings of the study were that there is a significant difference between male and female prospective teachers in the dimensions of the availability of social media and the usage of Social Media. There was significant difference between aided and self-financed prospective teachers in the dimensions of availability of social media and usage of social media and in total.

Keywords: Prospective teachers, Usage of social media, Social Networking Sites

Introduction

Social networking is a popular medium among present-day youngsters as well as age-old. They use social media very frequently and that has become almost part and parcel of the younger generation and also has become inevitable in many cases. It has been used by teachers and gets a lot of benefit out of it. Through social media, people or groups can create, organize, edit, comment, and share comments. The quality and quantity need of the teaching and learning process is achieved through social media. This study throws light on the availability and usage of social media among prospective teachers.

Need for the study

The study looks at the usage of social media among prospective teachers, its findings will be relevant because parents will be helped to understand their wards purpose of using social networking sites and for them to be aware of the influence of social networking sites that might affect their wards. With enough knowledge, parents can think of possible preventive ways to develop a weak usage of social

media with other people because of too much usage and dependence on social networking sites. Finally, this study will help further studies of future researchers regarding the usage of social networking sites on students.

Objectives of the study

- To find out the significant difference between male and female prospective teachers in the dimensions of availability of social media and usage of social media.
- To find out the significant difference between aided and self-financed prospective teachers in the dimensions of availability of social media and usage of social media and in total.
- To find out whether there is any significant correlation between the usage of social media and its dimension and the availability of social media among prospective teachers

Methodology

The researcher adopted the survey method to study the availability and usage of social media among prospective teachers. The population for the present study

consisted of 300 prospective teachers using random sampling techniques. The investigator collected the data from colleges of education in Pudhukottai District. The investigator used a self-made tool to collect the data. Social Media Scale was developed and validated by the investigator.

Delimitation of the study

- The study was conducted in colleges of education only.
- The area chosen for conducting the study was only Pudhukottai District.

Differential analysis

Table-1: Significant difference between prospective teachers in their usage of social media and its dimensions and availability of social media with reference to gender

Dimensions	Gender	Count	Mean	SD	Calculated 't' value	Remarks
Availability of Social Media	Male	95	9.21	2.496	2.02	S
	Female	205	8.56	2.773		
Usage of Social Media	Male	95	32.80	3.686	2.79	S
	Female	205	34.07	3.629		
Total	Male	95	41.99	5.102	1.02	NS
	Female	205	42.64	5.172		

S-Significant (At 5% level of significance the table value of 't' is 1.96) NS- Not Significant

It is very clear from the above table that the calculated 't' value is greater than the table value therefore, there is significant difference between male and female prospective teachers in the dimensions of availability of social media and usage of social media. Comparing the mean scores the availability of social media is more for male students than the female students. The reason may be interpreted that generally,

females use social networking sites to make connections and stay in touch with family or friends. Male, by contrast, use social media to gather the information they need to build influence. Social media helps them perform research, gather relevant contacts, and ultimately increase their status.

Table-2: Significant difference between prospective teachers in their usage of social media and its dimensions and availability of social media with reference to the nature of college

Dimensions	Nature of college	Count	Mean	SD	Calculated 't' value	Remarks
Availability of Social Media	Aided	80	10.36	2.246	7.08	S
	Self-Financed	220	8.19	2.662		
Usage of Social Media	Aided	80	35.11	3.832	4.02	S
	Self-Financed	220	33.15	3.499		
Total	Aided	80	45.49	5.156	6.33	S
	Self-Financed	220	41.32	5.689		

S-Significant (At 5% level of significance the table value of 't' is 1.96) NS- Not Significant

It is very clear from the above table that the calculated 't' values are greater than the table value therefore, there is significant difference between aided and self-financed college prospective teachers in the dimensions of availability of social media and usage of social media and in total. Comparing the mean scores aided college students engage more in social media than the self-financed college students. The reasons are educational institutions adapt developments into their systems and rely on

group resources and mechanisms to improve student life. The use of social media in education provides students with the ability to get more useful information, to connect with learning groups and other educational systems that make education convenient.

Correlational analysis

Table-2. Correlation between usage of social media and its dimensions and availability of social media among prospective teachers

Dimensions	Calculated 'r' value	Table value at 5% level	Remark
Availability of Social Media	0.724	0.113	S
Usage of Social Media	0.863		S

S – Significant

It is inferred from the above table that the calculated 'r' values are greater than the table value at 5% level of significance. There is a significant positive correlation exist between the usage of social media and its dimensions and availability of social media.

Conclusion

The present study has also made some important points, however, that this benefit may well be counter balanced by the negative effects of social media on prospective teachers. Teacher education institutions and programs must help prospective teachers to understand how new technologies can best be used in the context of the culture, needs, and economic conditions of their country. Hence, building the capacity of prospective teachers in the utilization of social media for education requires long term continuous development of the lead trainers, sharing of knowledge among teachers, partnerships, collaboration among teacher educators & organizations, and support from principals and administrators. These factors must be available in order to create changes in the classroom. Therefore both teachers and

trainers require ongoing support and opportunities to experiment with new skills and strategies over time.

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MEDIA HABITS AMONG HIGHER SECONDARY STUDENTS

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ABSTRACT

The universal growth of social media has opened many opportunities for students worldwide to connect and access a diverse range of information. Media provides rich information resources that are very useful for various purposes in education. As social media use continues its constant growth, its application among students is inevitable. Student's media usage has been linearly associated with their academic performance. Proper monitoring will reduce the negative impact of social media usage among the younger generation. Over usage of modern gadgets may decrease the interest in their academic involvement. A descriptive study method was adopted by the investigators to conduct this study. The investigators used a simple random sampling technique for selecting the sample. The representative sample consists of randomly selected 300 higher secondary students in Thoothukudi District. The tool used in the present study was the Media Habits Scale and validated by Maria Saroja, M & Michael Jeya Priya, E (2019). Mean, SD, and 't', test were used for analyzing the data.

Keywords: Media habits, Social media usage, Achievement

Introduction

The New era of modern technology has a major contribution to modern style education. The use of multimedia and graphics much more popular in these days in every field of education Media habits have the potential to interrupt or displace family interactions and routines, which are protective of child development, school success, and resilience. Media consumption is related to several family variables (Roberts et al., 1999). Children in single-parent homes watch more television, more movies, and listen more to the radio each day than children in two-parent homes. Family roles and norms, and family media habits, are also likely determinants of child screen viewing (Cantor, J, 1998). New media technology has transformed the traditional classroom-based learning and teaching with new borderless, anytime enriched and high interactive solutions (Chukwudi, N. J & Maduiké, G, 2015). Media can be monitored in many ways. Parents can set limits on the amount of media allowed, the types of content allowed, or the context within which

media consumption may take place. Children in minority families watch more television, watch more movies, and play more video games. New media is helping students to make decisions regarding studies by exposing them to opportunities in their fields (Varghese, N. 2016). Children spend more time with electronic media than they do in any other activity apart from sleep. (Devi, 2016). Social media is an effective tool in creating groups meant for academic purpose, and textbook functions by linking students with collective ideas to work together (Farhan, A. A., & Varghese, P. A. 2018). Children in low-income families watch more television, watch more movies, play more video games, listen to the radio and CDs more, read less, and use the computer less than children in higher-income families. Similar patterns are found for parental education level, such that lower education levels are correlated with higher electronic media use.

Significance of the study

Social media plays a significant role in this modern world. Younger generation

especially school students are fond of using social media for their entertainment purpose. Continuous use of social media may affect the psychosocial behavior of the students. According to the study conducted by Stacey, et al (2014), the children's media consumption has been consistently linked to childhood obesity. Students who spent much time watching television have been linked with a lower likelihood of eating fruits and vegetables and a high likelihood of eating junk foods (Bhavana.2016). The higher levels of screen time are associated with less sleep, more attention problems, and lower academic performance and involvement (Gentile, D. A., Reimer, R. A., Nathanson, A. I., Walsh, D. A. 2014). The negative effects of social media cause a decrease in the productivity of many students such as encourages poor grammar usage, reduction in research capabilities, addiction towards media, and reduction in real human contact (Obi,N.C.,Bulus,L.D.,Adamu,G.M.,&Salaat, A.B,2012). Parental monitoring includes talking with children active mediation and restricting the amount of the content of media (Gentile, D. A., Reimer, R.A., Nathanson, A.I.,Walsh,D.A,2014). So the present study focuses on the media habits of higher secondary students in Thoothukudi district .

Review of related studies

M. Neelamalan and P. Chitra (2009) researched on New Media and Society: A Study on Impact of Social Networking Sites on Indian Youth. In their study, they showed that 98% of the member in social networking sites are member of orkut. 54% of the member were members of more than one network sit. 42% of youth make the friends on such sites based on their likeness. 10% share their problems with online friends. . Sandra Cortesi and Momin Malik (2013) conducted research on Youth and Digital Media from Credibility to

Information Quality. This paper seeks to map how the younger user of the age of 18 and under the search for information and how digital media and social pattern affects these activities. This study revealed the internet has become one of the most important information sources of young people who have access to digital technology and basic skills to use it. Tonvan Homel (2011) researched on Digital Media and Youth Civic Engagement. This study showed that civically engaged youth prefer to use the variety of media for information seeking especially the internet, books, and technology. Andrew j. and Metzger (2013) have done research on Digital Media and Youth Unparalleled Opportunity and Unprecedented Responsibility. The research showed that understand the credibility assessment among youth is critical. Credibility is a cornerstone of people's interaction, personal representation, academic and professional performance, and democratic expression and choice. Karen Macpherson (2013) researched on Digital Media and Australian Teenagers: Consumption, Study, and Careers. This study showed that communication with friends, families, and relaxation were the main drivers of technology use in young people, and finding the information is also a common use.

Objectives of the study

1. To find out the level of media habits of the higher secondary students.
2. To find out the differences, if any, in the media habits of the higher secondary students with respect to the following background variables
 - (i) Gender
 - (ii) Locality of home
 - (iii) Medium of Instruction

Hypotheses of the study

1. The media habits of higher secondary students are moderate.
2. There is no significant difference in the media habits of the higher secondary

students with respect to the following background variables.

(i)Gender (ii) Locality of home (iii)Medium of Instruction

Population and sample

The population for the present study was identified as the higher secondary students in Thoothukudi district. Among the population, 300 students were selected as the sample. Simple random sampling technique was adopted by the investigator.

Statistical techniques used in the present study

Media Habits Scale was developed and validated by Maria Saroja,M.,& Michael Jeya Priya, E(2018). Mean, SD, and 't' were the statistical techniques used for carrying out the analysis of data.

Data Analysis and Interpretation

Table -1. Showing the percentage level of media habits of the higher secondary students

Data Analysis and Interpretation

Table -1. Showing the percentage level of media habits of the higher secondary students

Variable	Number	Low		Medium		High	
		No	%	No	%	No	%
Media habits	300	41	13.67	206	68.66	53	17.67

Interpretation of table-1

It is revealed from the above table that among the higher secondary students 13.67% have low, 68.66% have average and 17.67% have high level of media habits.

Figure.1. Showing the percentage level of media habits of the higher secondary students

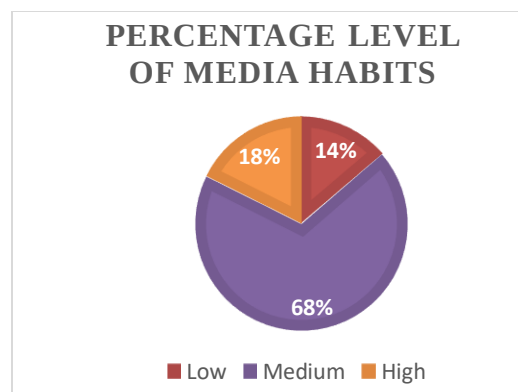


Table-2:

Distribution of Number, Mean, Standard Deviation,'t' Ratio and significance level of media habits between male and female higher secondary students in Thoothukudi district

Variables	Category	Number	Mean	SD	CR Value	Remarks 0.05 level
Gender	Male	152	24.16	4.751	0.460	NS
	Female	148	24.41	4.573		

Interpretation of table-2

It is inferred from the above table that there is no significant difference between the male and female higher secondary students in their media habits.

Table-3: Distribution of Number, Mean, Standard Deviation,'t' Ratio and significance level of media habits between rural and urban higher secondary students in Thoothukudi district

Variables	Category	Number	Mean	SD	CR Value	Remarks 0.05 level
Locality of Home	Rural	134	26.16	4.669	2.031	S
	Urban	166	27.27	4.736		

Interpretation of table-3

There is significant difference between the rural and urban Higher Secondary Students in their media habits

In the present study, the mean of media habits value of urban students (27.27) is greater than that of rural students (26.16). This may be because urban students have many opportunities to use media, due to the high exposure of the media among family and peer groups. They always have a thirst to know about the new media and their applications. They spend less time playing and chatting with friends and family members. Since most of the urban families live in the compartment and nuclear family settings they avoid their children playing with the neighbors so they spend most of the time watching TV, playing Video games, etc. This result supported by the study conducted by Prabandari, K., & Yulianti, L. N. (2016) in their studies they showed that social media use in the urban area was high than that in rural areas and they also had better academic achievement than those in rural areas.

Table-4: Distribution of Number, Mean, Standard Deviation, 't' Ratio and significance level of media habits between Tamil medium and English medium higher secondary students in Thoothukudi district

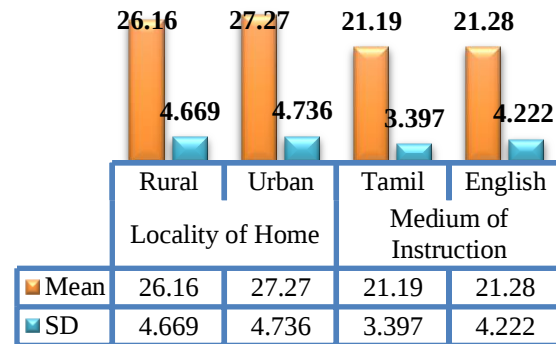
Variables	Category	Number	Mean	SD	CR Value	Remarks 0.05 level
Medium of instruction	Tamil	134	21.19	3.397	0.220	NS
	English	166	21.28	4.222		

Interpretation of table-2

It is inferred from the above table that there is no significant difference between the

Tamil medium and English medium higher secondary students in their media habits.

Figure.2. Showing the Mean difference and Standard deviation in the media habits of the higher secondary students in Thoothukui District.



Conclusion

Social media usage has become an ingrained part of children's lives today. Students spend their precious time constantly on Instagram, Facebook, Twitter, and other online programs. Many schools increase online social networking such as Google classrooms, blogs, virtual science labs, etc., to connect students, enable them to collaborate and form virtual communities. The increase in sophistication reflects a change in student's minds, interests, and knowledge. The excessive use of social media makes students emotionally and physically imbalanced and results in dull or irritable behavior. So parents should guide their children to select the proper media habits to improve their skills and knowledge.

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COGNITIVE BEHAVIOURAL THERAPY FOR SOCIAL ANXIETY DISORDER

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ABSTRACT

Social anxiety disorder is an anxiety disorder in which a person has an excessive and unreasonable fear of social situations. Intense nervousness and self-consciousness arise from a fear of being closely watched, judged, and criticized by others. Social anxiety disorder also called social phobia. People with social anxiety disorder suffer from distorted thinking, including false beliefs about social situations and the negative opinions of others. Without treatment, social anxiety disorder can negatively interfere with the person's normal daily routine, including school, work, social activities and relationships. CBT is significantly more effective than no therapy in reducing symptoms of anxiety in children and young people.

Keywords- Social Anxiety Disorder, Cognitive Behaviour Therapy

Introduction

Social anxiety disorder (SAD) is a highly prevalent psychiatric disorder which is characterized by intense and persistent fear. It is also known as social phobia, which causes fear and avoids social situations [7]. Social phobia people have greater distress in a wide range of social situations. The primary symptoms of social anxiety disorder are sweating or heart palpitations [8]. Social anxiety is an excessive emotional discomfort, fear, or worry about social situations. The individual is worried about being evaluated or scrutinized by other people, and there is a heightened fear of interactions with others. Cognitive-Behavioral Therapy (CBT) is a type of psychotherapeutic treatment that helps people learn how to identify and change destructive or disturbing thought patterns that have a negative influence on behavior and emotions.

Components of CBT

According to Beck(1976), there are three levels of cognition they are Core beliefs, Dysfunctional assumptions, and Negative automatic thoughts

- **Core beliefs** – It is generally learned in early life which influence in their childhood experiences.

- **Dysfunctional assumptions** – They are rigid conditional rules for living. They may be unrealistic and maladaptive.
- **Negative automatic thoughts** – In this thoughts are involuntarily activated in certain situations.

The critical components of CBT are

Functional analysis - It's an initial step in which the client and counsellor assess high-risk situations such as interpersonal difficulties, euphoria, etc. functional analysis of substance use episode which helps to identify the difficult situation of the client[15].

Skill training - In skill training clients relearn healthier skills and remove unwanted old habits from their life. It helps to recognize and cope with the urges to use substances. The counsellor needs to match the content and present new skills and behaviours to the clients[15].

Techniques used in CBT

Cognitive Behavioural Therapy involves both cognitive and behavioral techniques

- **Cognitive Techniques**- It helps to understand the patient's view of things. It is also called as 'guided discovery' [1]. It is based on the Socratic questioning, helps clients or students to conclude without directly telling them. Therapists use questions to probe a client's assumptions.

He raises the question and finds out the reasons and evidence for their beliefs [15].

- **Behavioral Techniques-** These techniques involve obtaining a baseline of activities. It helps patients to re-establish daily routines, reduce unpleasant activities, and deals with problems and issues by increasing problem-solving. Behaviour experiments are also used to help patients to gather evidence against the use of 'safety behaviours'[15].

Social Anxiety Disorder

Social anxiety disorder is a mental illness in which a person has a fear or worry about social situations. It is most common in children and middle-aged women [19]. Before the term 'anxiety' it was expressed as "stress" or "nerves disorder". Social anxiety disorder leads to fear of social gatherings, fear of public speaking, meeting new people, and avoid social situations [5]. In students, social phobia decrease educational performance, increase alcohol intake avoid seminar presentation, competition like debate, speech and develop depressive symptoms, etc. It caused due to the combination of biological and environmental factors such as allergies and diabetes. Stressful events such as starting school, moving, or the loss of a parent or grandparent can trigger the onset of an anxiety disorder, but stress itself does not cause an anxiety disorder. This sort of disorder prevents children from making friends, raising a hand in class, or participating in school or social activities. Parents' over protectiveness compelled children to lack the capability to deal with anxiety, loneliness, insecurity, and depression. Based on the historical developments in this field it can be described in three stages.

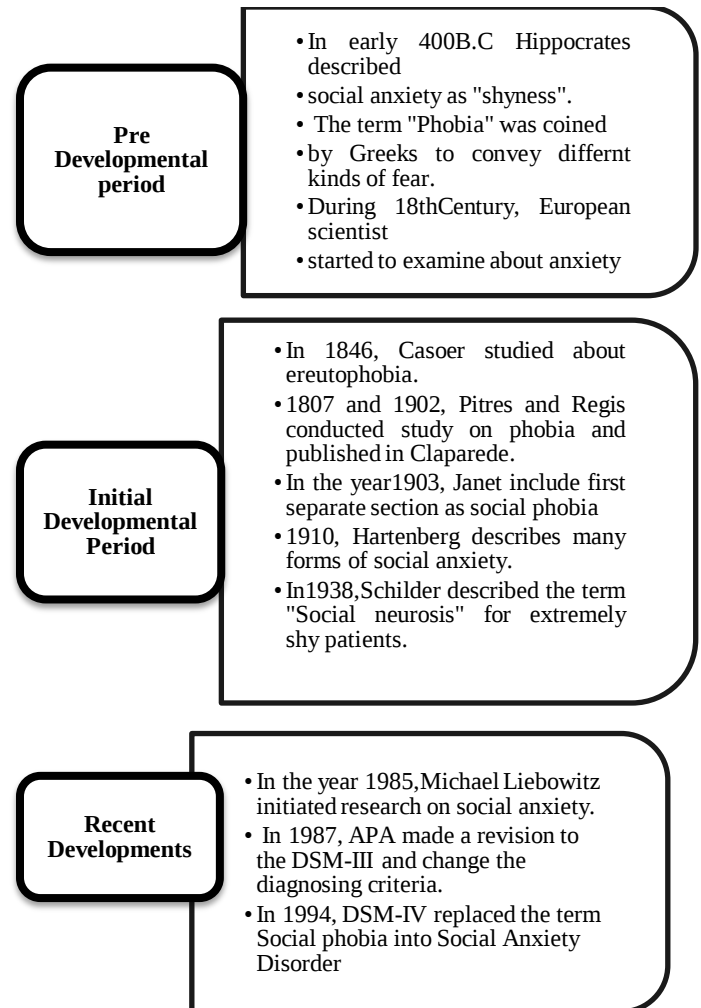


Fig.1. Showing the development stages of Cognitive Behavioural Therapy

Cause of Social Anxiety Disorder

Genetic - The genetic component of social anxiety disorder is also known as 'heritability'. It is the proportion of variability in a phenotype. Many researchers have found that specific chromosome in humans is also linked with an anxiety disorder such as agoraphobia.

Environmental - Environment is also one of the causes of anxiety disorder. It may be due to direct conditioning, observational learning, and information transfer.

- **Direct conditioning** - In which students often become the victim of constant teasing or bullying which affects the

psychological state of the child and later it becomes anxiety.

- **Observational learning** - In observational learning the children did not experience a traumatic situation. Due to the exposure to that sort of the first-hand situation in their life may create anxiety in the children.
- **Information Transfer** - This is due to the verbal or nonverbal information transfer from the parents to children about the dangers of the social situation even the horror stories may develop anxiety in young children.

Psychological Treatment for SAD

Psychological treatment is important for social phobia treatment. It helps the clients to come out from the negative feelings and beliefs [20].

There are three basic forms of psychological treatment available for Social phobia they are

- **Social skill training** - This theory gives more relaxation and confidence to the client. It increases social interaction by giving them more conversations with strangers.
- **Exposure Therapy** - It gives gradual desensitization to the client in the fear situation.
- **Cognitive Behavioural Therapy** - It brings a realistic and factually accurate way of thinking about fearful situations. The main goal is to confront their anxieties.

Conclusion

Social anxiety disorder is a major problem in the young generation. It involves physical symptoms such as nausea, shaking, feeling faint, etc. This disorder should be treated in the early stage otherwise which may lead to a serious problem in the children. Various treatment is available for this disorder. CBT, a form of psychotherapy that is more effective and short term therapy for SAD. So children should be monitored by their

parents and teachers in their early growth stage to avoid this sort of disorder.

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