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**ARULMIGU KALASALINGAM COLLEGE OF EDUCATION**  
**(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale &**  
**Affiliated to Tamil Nadu Teachers Education University, Chennai)**  
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***Warm greetings!!!***

*A good teacher today will not only motivate the students but will also identify and unlock the potential of each student and maximize their abilities. It possible to have such committed teachers provided if we give the teachers the necessary freedom and responsibilities for the courses that they teach. A teacher who is given the necessary autonomy will not only focus on the content of the lesson as required in our prevailing education system, but will also analyze the needs of the learners and are to be given in view of different abilities of the students, and when to carry out the evaluation in an appropriate way to assess the performance of the students. This will be possible only when the teachers are given adequate academic freedom and are encouraged to be proactive, reflective, creative and productive. This approach will foster the intellectual and emotional formation of the students and instill in them the concept of lifelong learning.*

*Improvement in quality of teaching can only take place when educational institutions promote innovative teaching and create an open learning environment. More importantly, the colleges of education should overhaul their approach towards teaching and ensure that the student – teachers who pass out from these colleges are equipped with the necessary inputs to make teaching a proactive, creative and effective one.*

*Unless we succeed in devising strategies to attract brought students to the teaching profession, quality of teaching will continue to be largely poor though there may be some exceptional teachers.*

*The role of research in human life is an essential and also a vital pre-requisite for dynamic social order. New knowledge, new methods and new inventions become known and light up the path of man's vagueness and enhance comprehension of social interaction.*

*AKCE QUEST is a journal concerned with teachers, teaching and teacher education. AKCE QUEST aims to enhance theory, research, practice in teaching and teacher education through the publication of primary research and review papers.*

*This issue of the journal contains 6 research papers. We thank all the contributors and also invite researchers to send their articles to our journal.*

**Dr.A.R.Anandha Krishnaveni**  
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## PSYCHOLOGICAL CHALLENGES FOR THE TEACHERS IN THE SOCIETY

<sup>1</sup>M.Arockia Priscilla

### Abstract

*Teachers play an important role in fostering the intellectual and social development of children during their formative years. Teachers often work with students from varied ethnic, racial and religious background. A teacher is the second mother to the student. A mother takes care of her child in every aspect and every parent expects the same from every teacher. Teacher plays a vital role in taming a child for building up his/ her discipline, behavior and attitude. The education in olden years was totally different. Teacher is respected and adorned. But now the education system is only money making machines not the resource of moral values. We are imparting only the theorem based education. But life without practical education is simply impractical and waste. So now a day the teachers are facing stressful problems day by day in their life.*

### Introduction

Teaching is a difficult profession. There are many problems for teachers that make the profession more complicated than it has to be. This doesn't mean that everyone should avoid being a teacher. There are also substantial benefits and rewards for those who decide that they want a career in teaching. The truth is that every job has its own unique set of challenges. Teaching is no different. There are so many psychological challenges in the teaching profession. They are

- Every student is educated.
- Increased curriculum responsibility
- Lack of parental support
- Lack of proper funding
- Poor public perception
- Over emphasis on standardized testing.

### Every Student is Educated

Part of what makes teaching a challenging career is the diversity within the students that you teach. Every student is unique having their own background, needs and learning styles. United states cannot use a "cookie cutter" approach to teach. They have to adapt their instruction to each individual student's strengths and weaknesses. Being adept at making these changes and adjustments is challenging to every teacher. Teaching would be a much simpler task if this were not the case.

### Increased Curriculum Responsibility

In the early days of American education, teachers were only responsible for teaching the basics including reading, cursive and arithmetic. Over the last century, those responsibilities have increased significantly. It seems that every year teachers are asked to do more and more.

Things that were once deemed a parent's responsibility to teach their children at home are now the school's responsibility. All of these increased responsibilities have come without a significant increase in the length of the school day or school year meaning that teachers are expected to do more with less time.

### Lack of Parental Support

Nothing is more frustrating for a teacher than parents, who don't support their efforts to educate their children. Having parental support is invaluable and the lack of parental support can be paralyzing. When parents aren't following through with their responsibilities at home, it almost always has a negative impact in the class. Research has proven that children whose parents make education a high priority and stay consistently involved will be more successful academically.

There are three essential keys to providing effective parental support. Those include making sure your child knows that education is essential, communication effectively with the teacher, and ensuring that your child is successfully completing their assignments. If any of their components are lacking, there will be a negative academic impact on the student.

### **Lack of Proper Funding**

School finance has a significant impact on a teacher's ability to maximize their effectiveness. Factors such as class size, instructional curriculum, supplemental curriculum, technology and various instructional programs are affected by funding. Most teacher understand that this is completely out of their control, but it doesn't make it any less frustrating.

### **Over Emphasis on Standardized Testing**

Most teachers will tell you that they don't have a problem with the standardized tests themselves, but how the results are interpreted and used. Many teachers will tell you that you can't get a true indicator of what any particular student is capable of on a single test on any particular day. This becomes especially frustrating when many students have nothing riding on these tests, but every teacher does. This over emphasis has caused many teachers to shift their overall approach to teach to these standardized tests. This not only takes away from creativity, but it can also quickly create teacher burnout. Standardized testing puts a lot of pressure on a teacher to get their students to perform.

One of the main issues with standardized testing is that many authorities outside of education only look at the bottom line of the results. The truth is that the bottom line hardly ever tells the whole story. There is a lot more that should be looked at than just the overall score. Take the following scenario for example: You have a two high school math teachers. One teacher in an affluent suburban school with lots of resources, and one teacher in an inner city school with minimal resources. The teacher in the suburban school has 95% of their students score proficient, and the teacher in the inner city school only has 55% of their students score proficient. It appears that the teacher in the suburban school is the more effective teacher if you are only comparing overall scores. However, a more in depth look at the data reveals that only 10% of the students in the suburban school had significant growth while 70% of the student in the inner city school had significant growth. So who is the best teacher?. The truth is that you can't tell simply from standardized test scores, yet there is a large majority that want to use standardized test scores alone to judge both student and teacher performances. This simply creates many problems for teachers. They would be better served as a tool to help guide instruction and instructional practices rather than as a tool that is the end all for teacher and student success.

### **Poor Public Perception**

Teachers used to be highly regarded and revered for the service that they provided. Today, teachers continue to be in the public spotlight because of their direct impact on the nation's youth. Unfortunately, the media typical focuses on the negative stories dealing with teachers. This has led to an overall poor public perception and stigma towards all teachers. The truth is that most teachers are superb teachers who are in for the right reasons and are doing a solid job. These perceptions have a limiting effect on a teacher's overall effectiveness, but it is a factor that most teachers can overcome. This focuses on the negative stories dealing with teachers. This has led to an overall poor public perception and stigma towards all teachers. The truth is that most teachers are superb teachers who are in for the right reasons and are doing a solid job. These perceptions have a limiting effect on a teacher's overall effectiveness, but it is a factor that most teachers can overcome.

### **Conclusion**

Many academic and behavioral challenges regarding students that face teacher in the teaching profession and has a direct impact on the teaching-learning process such as forgetting school tools, frequent absence, lack of attention, disobedience, aggressiveness, refused to do tasks and school work.

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## PERSONALITY TRAITS OF COLLEGE STUDENTS IN TAMIL NADU

<sup>1</sup>K.C.Bindhu <sup>2</sup>T.Johnny Devanesam

### Abstract

*The present study has been conducted among 190 students belong to various colleges in Tamil Nadu to find out the personality of the college students. The tool used for the study is Neymann- Kohlstedt diagnostic test for introversion - extroversion. The data collected was analysed and interpreted to draw inference using appropriate statistical methods like mean, standard deviation, t-test, and F-test. The results revealed that there is no significant difference between the students with respect to the variables sex, mode of study and having siblings at their home and also there is significant difference between the personality traits of students with respect to their locality. The reason for this may be due to the environment in the rural setup paves the way for social meetings, games which leads to co operation and collaboration with each other so most of the rural students are Extroverts and this opportunity is less in urban area because of the impact of social media on students which makes them to be aloof and they are very much reserved and not that much sociable. Extreme introversion and extroversion is not conducive to mental health. There are few people who are purely introverted and extroverted. Most of the students has the qualities of both these types. Their score will fall between +10 and -10. Out of 190 students 52 was introverts and 138 were extroverts and 114 were ambiverts.*

### Introduction

Each person has an idea of their own personality. Psychologists define personality as individual differences in the way people tend to think, feel and behave. They believe that the personality traits on the introvert-extrovert spectrum remain stable throughout life—they appear as early as infancy and are difficult to change. Carl Jung popularized the concepts of extroversion and introversion in the early 1920s; he identified a third group but didn't name it or write much about it. It wasn't till the 1940s that the term "ambivert" began to be commonly used by psychologists. On one end are extroverts (sometimes spelled "extravert" in psychology circles) who become energized externally. They love to have lots of people around them and to be the center of attention. They enjoy brainstorming with others and often form their thoughts as they speak. When by themselves, they easily become bored or restless. Introverts, on the other end of the spectrum, become energized internally. They prefer to spend time alone, with one other person or with a small group. They feel exhausted by a lot of social interaction or a crowd. They gather their thoughts carefully before they speak. The personality traits of extroversion and introversion fall on a spectrum, and most of experts' focus has been on the two ends. Now, social psychologists, behavioral scientists and business experts are taking a closer look at the overlooked category smack in the middle—ambiversion—and deciding that people with this trait may have some personal and professional advantages for being adaptable. Ambiverts move between being social or being solitary, speaking up or listening carefully with greater ease than either extroverts or introverts.

### Objectives of the Study

1. To find out whether there is any significant difference between the male and female students in their personality.
2. To find out whether there is any significant difference between the residential and non residential students in their personality.
3. To find out whether there is any significant difference between the rural and urban students in their personality.

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4. To find out whether there is any significant difference between the students who have and those who do not have siblings in their personality.

### Hypotheses of the Study

1. There is no significant difference between the male and female students in their personality.
2. There is no significant difference between the residential and non residential students in their personality.
3. There is no significant difference between the rural and urban students in their personality.
4. There is no significant difference between the students who have and those who do not have siblings in their personality.

### Review of Related Literature

**Menon, S.K. (1980)**, the main findings of the study were over-achieving groups of superior and general ability and of boys and girls were less extrovert and less maladjusted than under achievers and showed greater academic interest and endurance. Over- achieving girls of general ability showed–strong interest in aesthetic, social and mechanical activities. Demographic factors and socioeconomic status markedly influenced over and under-achievement. Higher occupational and educational levels of fathers, educational levels of mothers, family income and parental attention were related to high achievement, but the extent of relationship was not similar in boys and girls. Job aspiration, educational aspiration and general ambition were strongly associated with high achievement, particularly for girls. Urban residence was related to high achievement.

**Dixit, Santosh Kumar, (1989)** found that Personality factors significantly influenced the educational achievement. Intelligence was related to educational achievement. Self-concept was not related to educational achievement.

A study of ambiverts, published in June 2013 in the journal Psychological Science, looked at 340 outbound call-center representatives. It showed that the social and emotional flexibility of the ambiverts in the group made them superior sales people. The participants filled out a 20-measure personality test, then the researcher assessed each person's sales revenue for the next three months, controlling for other variables. The employees with the highest revenue per hour—an average of \$208, compared with \$138 for the full sample—were ambiverts who had a personality test score exactly between extroversion and introversion.

### Methodology

Survey method has been used for this study.

### Sampling Technique and Sample Size

Random sampling technique has been used for this study and the sample size was 190. Data has been collected from students from various colleges in TamilNadu.

### Selection of tool

The tool used for the study is Neymann - Kohlstedt diagnostic test for introversion - extroversion included 50 statements each being followed by the words Yes and No .The number of right and wrong responses are totaled and the extent of introversion and extroversion is determined. If the difference between the right and wrong responses is minus,it indicates intro inversion and if it is plus it indicates extroversion. The range is -50 to +50.

### Analysis and Interpretation

**Table 1 Table showing the results on personality with respect to the background variables.**

S.No	Variables	Sex	N	Mean	S.D	't' value	p-value
1	Sex	Male Female	69 121	6.77 8.46	6.80 9.17	0.04	0.18
2	Mode of study	Residential	115	6.98	7.56	0.213	0.07



		Non Residential	75	9.21	9.48		
3	Locality	Rural Urban	127 63	8.85 6.12	8.47 7.97	0.593	0.04
4	Siblings	Having Not having	100 90	7.93 7.75	7.75 9.12	0.568	0.89

### Findings

From the table, it is clear that since p value is greater than 0.05, null hypothesis is accepted, hence there is no significant difference between the students with respect to the variables sex, mode of study and having siblings at their home and since p value is lesser than 0.05, null hypothesis is rejected, hence there is significant difference between the personality traits of students with respect to their locality. The mean value of rural students is higher than that of the urban students in their personality. The reason for this may be due to the environment in the rural setup paves the way for social meetings, games which leads to co operation and collaboration with each other so most of the rural students are Extroverts and this opportunity is less in urban area because of the impact of social media on students which makes them to be aloof and they are very much reserved and not that much sociable.

### Conclusion

In any person, the degree of introversion or extraversion of one function can be quite different from that of another function. People who prefer extraversion draw energy from action: they tend to act, then reflect, then act further. If they are inactive, their motivation tends to decline. To rebuild their energy, extraverts need breaks from time spent in reflection. Conversely, those who prefer introversion incinerate energy through action: they prefer to reflect, then act, then reflect again. To rebuild their energy, introverts need quiet time alone, away from activity. Ambiverts have introverted and extroverted traits, but neither trait is dominant. As a result, they have more balanced, or nuanced, personalities. There are few people who are purely introverted and extroverted. Most of the students has the qualities of both these types. Their score will fall between +10 and -10. Out of 190 students 52 was introverts and 138 were extroverts and 114 were ambiverts. Extreme introversion and extroversion is not conducive to mental health.

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## IMPLEMENTATION AND ENFORCEMENT OF RIGHT TO EDUCATION IN INDIA: CHALLENGES AND REMEDIES

<sup>1</sup>Ghalib Nashter

### Abstract

*Education is the most powerful weapon which can be use change the world. It is a powerful tool by which economically and socially marginalized adults and children can lift themselves out of poverty and participate fully as citizens. India is home to 19% of the world's Children. What this means is that India has the world's largest number of youngsters. The not-so-good news is that India also has one-third of the world's illiterate population. With eight million children never having stepped inside a school and 80 million dropping out without completing basic schooling, the United Nations Children's Fund has described the situation as a national emergency and called for equipping the government and civil society to implement the Right of Children to Free and Compulsory Education Act, 2009. The RTE Act has been touted to be a landmark legislation that seeks to realize the fundamental right to education for all children in the age group of 6-14 years. Yet it is being perceived as an ill-drafted and poorly implemented legislation. Many schools in country still suffer from lack of adequate drinking water facilities, playgrounds or the necessary infrastructure prescribed by the Act. There still exists cases of corporal punishment which has been banned by RTE. The learning outcomes which are the indicators of quality of classroom instruction have been found to be badly low. The awareness about the scheme of the government are not reaching to the bottom of the society. Poverty and non productive result of the education are the main reasons for drop out the children and it is great challenge before government. The author has tried to point out the main causes for ineffective of the implementation of RTE Act. The has also try to find out the challenges in implementing this Act. And finally the author has concluded with valuable suggestions as how to improve the existing system of education especially at primary level.*

**Keywords:** Education, RTE, Challenges, Judiciary, Government, Remedies

### Introduction

*'Education is not a preparation for life; education is life itself'*  
-John Dewey

Swami Vivekananda once said, "Travelling through the cities of Europe and observing in them the comforts and education of even the poor people, there was brought to my mind the state of our people, and I used to shed tears... what made the difference? Education was the answer I got...". Therefore, to a nation education is the best investment on its precious human resource for the all-round development of its people. And it is for this reason that founding fathers of our Constitution had laid down the provisions pertaining to education in the constitution itself. Education is the corner stone of the cultural edifice of a nation; it is a pacesetter for cultural resurgence and socio- economic transformation. In India education was part of directive principle of state policy in Article 45 of the Constitution of India which is not enforceable before the court. The Supreme Court first recognized the right to education as a fundamental right in *Mohini Jain v. Union of India* (1992) 3 SCC 666. In 1993 the Supreme Court narrowed the ambit of the fundamental right to education as propounded in the *Mohini Jain* case in the case of *J P Unnikrishnan vs. State of Andhra Pradesh*, 1993 SCC (1) 645. The Court observed that: The right to education which is implicit in the right to life and personal liberty guaranteed by Article 21 must be construed in the light of the directive principles in Part IV of the Constitution. So far as the right to education is concerned, there are several articles in Part IV which expressly speak of it. The Supreme Court by rightly and harmoniously construing the provision of Part III and IV of the constitution has made right to education a basic fundamental right.

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The Government of India by Constitutional (86th Amendment Act) Act, 2002 had added a new Article 21 A which provides that "the state shall provide free and compulsory education to all children of the age of 6 to 14 years as the state may, by law determine". And further strengthened this Article 21A by adding clause (K) to Article 51-A which provides who is a parent or guardian to provide opportunities for education to his child or ward between the age of 6 and 14 years. On the basis of Constitutional mandate provided in Article 41, 45, 46, 21A and various judgments of Supreme Court the Government of India has taken several steps to eradicate illiteracy, improvement the quality of education and make children back to school who left the school for one or the reasons. Some of these programmes are National Technology Mission, District Primary Education Programme, and Nutrition Support for Primary Education, National Open School, Mid- Day Meal Scheme, Sarva Siksha Abhiyan and other state specific initiatives. Besides, this several states have enacted legislation to provide free and compulsory primary education such as- the Kerala Education Act 1959, the Punjab Primary Education Act 1960, the Gujarat Compulsory Primary Education Act 1961, U.P. Basic Education Act 1972, Rajasthan Primary Education Act 1964, etc.

But still the Government failed to achieve the targeted goal in implementation of the RTE Act. A major challenge is the large number of children who are out of school. Around 18.78 crore children are in school in the country as per 2011 census whilst 8.5 crore children are out of school involved in child labour or domestic work. In fact, of the children enrolled in school, 46 per cent drop out before they complete their primary education; most of them are girls.

This problem can be solved only by proper coordination amongst the different agencies who are involved in implementation of the RTE Act. on productive education system of the education is also not attracting the poor children towards school. Lack of awareness programmes is also one of the factors in failure of achieving goal.

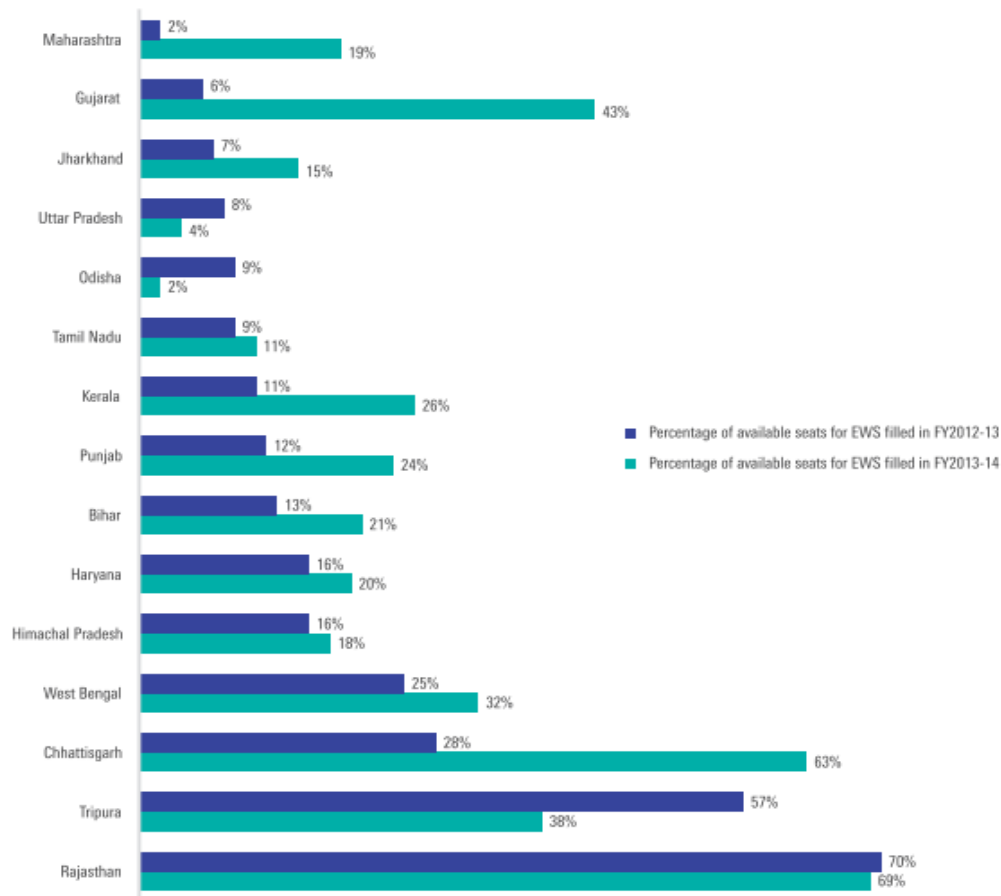
### Impact of RTE

Inspite of the challenges, RTE has made meaningful progress in a short span of time. Indicators related to enrolment, inclusiveness, quality, and infrastructure have shown significant improvements.

Sr. Parameter	2009-10	2013-14	% Improvement
1 Number of elementary school (Govt. and aided schools)	11,20,968	11,61,789	4%
2 Total enrollment primary	13,34,05,581	13,24,28,440	(1%)
3 Total enrollment upper primary	5,44,67,415	6,64,71,219	22%
4 Total teachers (Govt. and aided schools)	44,77,429	45,32,803	1%
5 % of girls to total enrollment primary	48.0	48.0	0%
6 % SCs to total enrollment	20.0	20.0	0%
7 % STs to total enrollment	11.0	11.0	0%
8 % of Muslims to total enrollment	13.0	14.0	8%
9 % Children with Special Needs (CWSN) to total enrollment	0.7	1.3	69%
10 % of Single teacher schools	9.0	8.0	13%
11 Annual average drop-out rate (primary)	9.1	4.7	94%
12 % of primary schools with STR>30% (Govt. schools)	46.0	33.0	39%
13 % of upper primary schools with STR>35% (Govt. schools)	36.0	31.0	16%
14 Average Classroom Size (ACS)	32.0	28.0	14%
15 % of primary schools with ACS>30 (Govt. schools)	40.0	25.0	60%
16 % of upper primary schools with ACS>35 (Govt. schools)	36.0	31.0	16%
17 % of schools with drinking water facilities	93.0	95.0	2%
18 % of schools with girls' toilet facilities	59.0	85.0	44%
19 % of schools with ramps	47.0	82.0	74%
20 % of schools with playgrounds	51.0	58.0	14%
21 % of schools with boundary walls	51.0	62.0	22%
22 % of schools with kitchen sheds	43.0	75.0	74%

**Source:** MHRD Annual Report 2014-15

Many of the states have been successful in ensuring that the schools meet the requirements as prescribed in the act. After initial hiccups, most states have shown a marked improvement in filling up seats under RTE quota.



**Source:** 'Assessing the impact of Right to Education Act' by CII-KPMG, March 2016

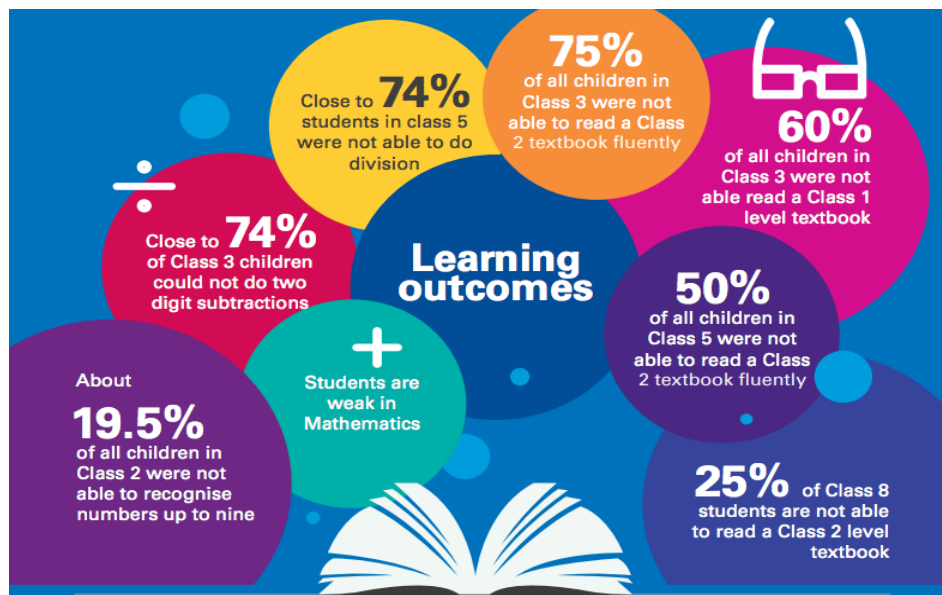
### Challenges of RTE

Major challenge is the high number of drop-outs and out of school children. Answering a question in the Rajya Sabha, on 10th March 2016, the Minister for HRD said that in 2014, some 6.064 million children remained out of school. There has been an expansion in the number of schools but the Right to Education Forum Stocktaking Report for 2014, suggests that across the country, less than 10% schools comply with all the RTE norms. State and National Child Rights Commissions have been working actively with governments to reduce the percentage of children out of school.

Some of the major challenges that the Indian education system is facing today are:

1. Lack of quality in government schools
2. High disparity in quality of private schools
3. Teacher absenteeism
4. Lack of teacher training
5. Lack of vocation-focused curriculum development
6. over emphasis on rote-learning (remnants of the British era and industrial revolution)
7. Corruption, nepotism, and lack of transparency
8. Poverty leads failure in enrollment in school
9. Non-productive system of education

These challenges have manifested themselves in the learning outcomes for children. The quality of education given at primary level is major challenge before the nation. Drop out level from the public school increasing only because poor education. Real work had to be done on teacher quality, classroom teaching, effective school functioning and improved school management in the coming two years. "The focus has to be on improving the quality and way of teaching because poor outcomes are a result of poor schooling and poor teaching."



**Source:** 'Assessing the impact of Right to Education Act' by CII-KPMG, March 2016

RTE was meant to change the above situation. But the enforcement of free and compulsory education is still an issue. Challenges range from lack of political will to poor resource allocation. For example, India allocates 3.5% of its GDP towards education. The government's major scheme for universal education is the Sarva Shiksha Abhiyan. Under this scheme, Centre funds 65% of SSA's costs and the states fund the remaining costs. Lack of co-ordination between central and state governments leads to lapses during execution.

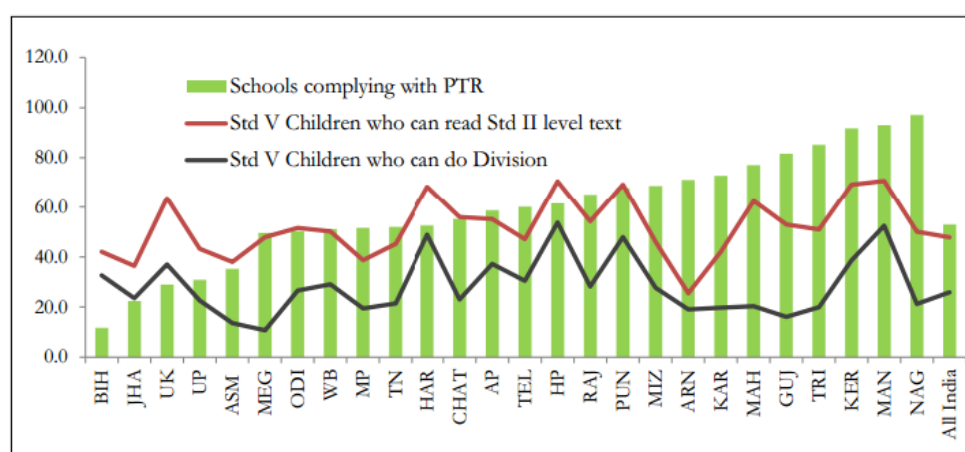
#### As per UNESCO report in 2014

- 5 lakh jobs for teachers are lying vacant
- 6.6 lakh out of the existing teachers are not trained at all
- 1 in every 3 primary schools do not follow the prescribed student-teacher ratio of 30:1 as per RTE act

The reason for the delay in implementation of the RTE act by 7 years (2002 to 2009) was the clause on private schools. Under the act, private schools have to provide 25% quota to students from disadvantaged and weaker sections of society. But increasing number of private schools are either challenging the act in court or denying admission under the act.

And the poor quality of teaching in public school leading the dropout problem. The teacher-student ratio is very poor specially in primary school.

**Figure 3. Pupil Teacher Ratio and Learning Levels in Primary Schools, 2016  
(per cent) - Rural India**



**Source:** ASER, 2016.

While the progress has been marred by allegations along the way, RTE has definitely brought education into the limelight. India has moved a step closer to achieving universal education with RTE. As UNESCO's new Global Education Monitoring (GEM) report say India will meet universal education goals by:

- 2050 for primary level
- 2060 for lower secondary and
- 2085 for upper secondary

### **Lacunae in Programmes**

The RTE Model Rules under RTE Act, 2009 have finalized in February 2010 provide guidelines to be followed by the states to implement the RTE Act. Some of these rules, however, need to be reassessed in order to maximize the chances for success in their implementation.

There is provision mentioned under RTE such as, "No child shall be held back, expelled, or required to pass a board examination until completion of elementary education", this very provision is very bad in itself. As without obtaining proper ability and qualification, no child can understand in his next class. It will create similar effect of illiteracy and it may be possible that if he/she is not able to understand to what is going on, may create mental agony.

Second where a child above six years of age has not been admitted in any school and if such child is admitted in class appropriate to his age, it will create similar effect as the first one.

The Model Rules hardly provide any details on the implementation of the 25 per cent reservation in private schools. There are many unanswered questions such as;

- How are weaker and disadvantaged sections defined and verified?
- How will the government select these students for entry level class?
- What will be the mechanism for reimbursement to private schools?
- How will the government monitor the whole process?
- Would the admission lottery be conducted by neighborhood or by entire village/town/city?
- What would happen if some of these students need to change school in higher classes?

The reimbursement to private unaided schools for the 25 per cent quota should be calculated not only on the basis of the recurring expenditure in government schools but should also include the fixed or capital expenditures with due allowance for depreciation of assets and interest costs including other costs related to elementary education at all levels of the State Government. The actual position of Mid Meal Programme is also not very good. There are so many incidents and news about insufficient quality of foods/meal given to children. Various scams involving Mid-Day Meal Scheme have been unearthed since it was started.

### **Some Persuasive Suggestions**

For quality education to truly reach every child in the country, it is necessary that the following steps are taken:

- Government should impart the awareness about universal education and improve the quality of education.
- Government should increase the budget for the improvement of the quality of teaching and try to make education more scientific and functional.
- Each state should prepare a set of model rules for implementation of the right to education, with the participation of the community and other stakeholders.
- Although the RTE Act puts the applicable age-group at 6-14, it has been left to the states to decide whether they want to widen this group, say from 0-18 as Kerala has done. States should think about including more children under the Act's ambit.
- With the Act coming into effect, it has been found that there is a shortage of 12-13 lakh teachers in schools. The states must take steps to employ more teachers who are sufficiently motivated and not rely on para-teachers to provide children with quality education.
- The government should ensure that all government schools are well-equipped to take in students, so that they are not left with the sole choice of going to private schools.

- School management committees should take it upon themselves to spread awareness about the Act at the community level, in panchayats, so that people are encouraged to send their children to school.
- School management committees should be provided the necessary financial and other support by the state to go about their duties.
- For effective implementation of the RTE Act, states should give some sort of judicial power to the education department.
- The public private partnership (PPP) model in primary education should be avoided at all costs so that there is no commercialization of education.
- There is a conflict between the child labour law and the RTE Act, although both deal with related issues and promote the overall development of children. It is important to bring them in step, to avoid confusion.
- To effectively implement the RTE Act, the Human Resource Development Ministry, Labour Ministry, Women and Child Development Ministry, Panchayati Raj Ministry and Rural Development Ministry have to work together. There should be an umbrella body that brings all these agencies together to work towards a common goal.
- The government must make every effort to become self-sufficient by using the education cess and other taxes to effectively implement the RTE Act. It must not always beg from the private sector.

Achieving a dynamic coherence between the spiritual and material aspirations by the leaders, decision-makers and the aam aadmi of the country calls for a worldview radically different from whatever comprises the present-day socio-political and economic structures. It implies far-reaching moral and cultural shifts at all levels of the society, from the panchayats to the parliament. Alert to the forces of globalization new modes of thought, new benchmarks, adherence to the rule of law, together with legal and institutional arrangements in keeping the fast changing times are absolutely essential. Every Indian wishing to see his or her country emerge as a moral and knowledge superpower, regardless of religion, caste, creed, and class, wherever he or she resides, should become firmly convinced that as the sweeping tides of consumerism, unfettered consumption, extreme poverty and marginalization recede, they will reveal the human capacities for justice, reciprocity and true enlightenment.

### Conclusion

The RTE Act in its present form will neither promote its prime objective of ensuring completion of elementary education of every child of the age 6 to 14 years nor meet the commitment of ensuring quality primary education and at best, it is just a statement of good intent. Given that the Right to Education has traveled a long and arduous journey, the Act, even in its present form must continue despite its shortcomings. Amendments to it could be sought through concerted effort by education practitioners, civil society and parliamentarians to address gaps and fortify its strengths. Accessing this right meaningfully and in full measure will require, aside from the investment of huge resources, financial and human, a lot of work on the ground level as well. Key to this is seeing free and compulsory education for children not just as a right, but as a duty. It is therefore the duty of the state, parents and guardians, and the community to ensure that all children of school-going age are in school.

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## A STUDY ON THE TEACHER TRAINEES' KNOWLEDGE OF ONLINE SAFETY MEASURES AND ETIQUETTE

<sup>1</sup>Joan Latha Shalini

### Abstract

*The present study has been conducted among 101 teacher trainees in Chennai to study their knowledge about Online Safety and Etiquette and the impact of the researchers' training module on their knowledge. The researcher used a self-constructed tool for this research. The data collected was analysed and interpreted to draw inferences using appropriate statistical methods like mean, standard deviation and t-test. The result shows that there is a significant difference between the teacher trainees' knowledge about Online Safety and Etiquette with respect to the number of years they have used an email id and facebook. It also revealed that the researcher's training module had a significant impact on the teacher trainees' knowledge about Online Safety and Etiquette.*

### Introduction

As the Millennials move into their adulthood and the Generation Z steps out of schools, the world of education prepares for their children – often called the Gen Net. There was a time not so distant when generation gaps spanned 20 years. Now that's almost halved, thanks to the unmistakable impact of technology which changes at breath-taking pace. How is the public education system equipping itself to address the unique and changing needs of these children?

For children growing up on tablets (of the touch screen kind) and phones (of the smarter kind), social media is as much the real world as family and school. Whereas to most young teacher trainees in public colleges, themselves Millennials, it is but a shiny new toy they picked up a few years back when data became cheap. So, we wanted to study how much they knew about online etiquette and safety norms.

### Objectives of the Study

1. To study the Teacher trainees' knowledge of Online Safety Measures and Etiquette
2. To find out whether there is any significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had an email id for less than two years and more than two years
3. To find out whether there is any significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had a facebook profile for less than two years and more than two years
4. To find out whether there is any significant difference in the Teacher trainees' knowledge of Online Safety Measures and Etiquette before and after the training on Online Socialization

### Hypotheses of the Study

1. a) There is no significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had an email id for less than one year and more than one year before the training on Online Socialization  
b) There is no significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had an email id for less than one year and more than one year after the training on Online Socialization
2. a) There is no significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had a facebook profile for less than one year and more than one year before the training on Online Socialization  
b) There is no significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had a facebook profile for less than one year and more than one year after the training on Online Socialization



3. a) There is no significant difference in the Teacher trainees' knowledge of Online Safety Measures and Etiquette for both Teacher trainees who have had an email id for less than one year and more than one year before and after the training on Online Socialization
- b) There is no significant difference in the Teacher trainees' knowledge of Online Safety Measures and Etiquette for both Teacher trainees who have had a facebook profile for less than one year and more than one year before and after the training on Online Socialization

### Review of Related Literature

The **Handbook of Research on New Literacies by Julie Coiro and Michael Knobel**, Taylor and Francis Group recognizes that as more is learned about the convergence of the Internet, literacy and literacy instruction in the class room, there inevitably must be a look at how teachers are prepared to deal with it, as most teachers receive minimal amounts of technology preparation.

Schools across Ireland have had to deal with more than 200 incidents of cyberbullying over the past year, new research has found. As concerns over online safety continue to grow, data released in 2014 by the children's internet safety charity CyberSafeIreland (<http://www.breakingnews.ie/ireland/study-shows-teachers-under-resourced-on-online-safety-805891.html>) shows that 69% of teachers report not feeling well enough equipped to teach pupils about keeping safe online. The research, warned that children were taking too many risks online and that teachers and parents were not adequately supported to help protect them.

According to Josie Gurney-Read, Online Education Editor (<http://www.telegraph.co.uk/education/educationnews/11128104/Schools-not-doing-enough-to-address-online-safety.html>) Schools are 'not doing enough' to address online safety. The research highlights growing concerns among teachers that online safety risks are increasing, with over 70 per cent of those surveyed saying they believe 'sexting' - sending sexually explicit pictures by mobile phone - and cyber bullying to be on the rise. Nearly a third of teachers say they do not feel confident teaching online safety, while two in five say they have never attempted any lessons in the subject.

### Methodology

Survey method has been used for this study.

### Sampling Technique and Sample Size

Random sampling technique has been used for this study and the sample size was 101. Data has been collected from 101 teacher trainees belonging to a college of education in Chennai.

### Tool Used for the Study

The researcher used a self-constructed tool for this research. The tool consists of 10 statements regarding Online Safety and Etiquette, for which the respondent has to choose from five choices – two of which are right, two wrong and one neutral. Between the pre-test and the post-test, the teacher trainees were trained on ten modules. Each module consisted of a real-life scenario, deducing a learning and small group discussion on related concepts.

### Analysis and Interpretation

**Table 1(a): t-test – Difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had an e-mail id for less than one year and more than one year before the training on Online Socialization**

Variables	Category	N	Mean	S.D	t-value	p-value
Having an e-mail id	Less than one year	32	22.87	2.41	1.61	.110
	More than one year	69	23.75	2.78		

Since p value is more than 0.05, the null hypothesis is accepted and there is no significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had an email id for less than one year and more than one year before the training on Online Socialization.

**Table 1(b): t-test – Difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had a Facebook account for less than one year and more than one year before the training on Online Socialization**

Variables	Category	N	Mean	S.D	t-value	p-value
Having a face book account	Less than one year	64	23.21	2.65	1.26	.210
	More than one year	37	23.91	2.73		

Since p value is more than 0.05, the null hypothesis is accepted and there is no significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had a facebook account for less than one year and more than one year before the training on Online Socialization.

**Table 2(a): t-test – Difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had an e-mail id for less than one year and more than one year after the training on Online Socialization**

Variables	Category	N	Mean	S.D	t-value	p-value
Having an e-mail id	Less than one year	32	23.59	4.04	2.12	.039
	More than one year	69	25.27	2.82		

Since p value is less than 0.05, the null hypothesis is rejected and there is significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had an email id for less than one year and more than one year after the training on Online Socialization

**Table 2(b): t-test – Difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had a Facebook account for less than one year and more than one year after the training**

Variables	Category	N	Mean	S.D	t-value	p-value
Having a face book account	Less than one year	64	24.12	3.85	3.00	.003
	More than one year	37	25.81	1.76		

Since p value is less than 0.05, the null hypothesis is rejected and there is significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had a Facebook account for less than one year and more than one year after the training on Online Socialization.

**Table 3(a): paired t-test – Difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had an e-mail id for less than one year and more than one year before and after the training**

Having an e-mail id for less than one year					Having an e-mail id for more than one year				
Score	M	S.D	t	p	Score	M	S.D	t	p
Pre-test	21.87	2.41	51.14	.000	Pre-test	22.75	2.78	67.9	.000
Post-test	22.59	4.04	31.58	.000	Post-test	24.27	0.34	71.3	.000

Since p value is less than 0.05, the null hypothesis is rejected and there is significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had an e-mail id for less than one year and more than one year before and after the training on Online Socialization.

**Table 3(b): paired t-test – Difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had a Facebook account for less than one year and more than one year before and after the training**

Having a face book account for less than one year					Having a facebook account for more than one year				
Score	M	S.D	t	p	Score	M	S.D	t	p
Pre-test	22.21	2.65	66.88	.000	Pre-test	22.91	2.73	51.02	.000
Post-test	23.12	3.85	48.02	.000	Post-test	24.81	1.76	85.68	.000

Since p value is less than 0.05, the null hypothesis is rejected and there is significant difference in the knowledge of Online Safety Measures and Etiquette between Teacher trainees who have had a facebook account for less than one year and more than one year before and after the training on Online Socialization.

**Findings**

The number of years of having an email id or a facebook account has no impact on the knowledge of online safety measures and etiquette before training online socialisation.

However, after training the no of years of having an email id or a facebook account has an impact on the knowledge of online safety measures and etiquette before training online socialisation.

The training on online socialisation made a significant difference on the knowledge of online safety measures and etiquette on the teacher trainees irrespective of the no of years of having an email id or a facebook account.

**Conclusion**

The pre-test scores suggest that irrespective of how long they have been using online media, the teacher trainees are on the same level of awareness concerning netiquette and online safety. Across board the awareness seems to be at a basic level. Post the session, the scores change but there's a significant difference between the groups' scores: the longer one has been online the more receptive one is to such inputs and training.

It clearly tells us that such focused inputs to teacher trainees will bear fruit both in their lives as teachers. And, by extension, in the lives of those whom they teach later. It is an area of significant importance for teacher training colleges in India.

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## A STUDY ON THE EMOTIONAL INTELLIGENCE OF WOMEN SCHOOL TEACHERS IN TAMIL NADU

<sup>1</sup>R.Libin Saral

### Abstract

*The study was conducted on a sample of 91 women teachers from various Schools in Tamil Nadu. Teachers from each school were selected randomly. The researcher used the Emotional quotient Inventory designed by Dr. Reuven. This inventory consists of 25 items. The collected data were scored as per manual and analyzed by applying mean, S.D; t -test and F-test. The results revealed that there is no significant difference between the rural and urban teachers in their emotional intelligence. There is no significant difference between the emotional intelligence of School teachers with respect to their age, teaching experience, subject studied and educational qualification. One who is emotionally civilized and competent has less interpersonal frictions and enjoys better mental and physical health. We should know how emotions operate and how one can lead to another. They can have a telling effect on one's health and personal and social relations. Any failure to handle emotions, particularly the negative ones can land us in trouble. To handle them successfully, we should first recognize them and stay open to them. Being civilized does not mean blocking or suppressing them. It is processing and channelizing them in a positive way. We should now and then make a review of how we feeling and go for a regulation of our emotions as they can influence our thinking in a big way.*

### Introduction

Emotions constitute an important part of the human psyche and they are universal. The emotions of love, kindness, mercy, anger, lust and jealousy, for example, remain all the same in man wherever he lives and whatever walk of life he has chosen for his bread. Our positive emotions like love and compassion have the potential to unite us with the other members of the organization we work with and with society at large. They can guide us to get the reorganization and security we want. On the other hand when the negative emotions like anger or jealousy go unbridled, they can land us in problems. Our emotions play a vital role in shaping our abilities and competencies. The ability to discharge the duty appreciably and the professional competence depend very much on the emotional health of an individual. Emotional intelligence is the ability to perceive emotions, to access and generate emotions so as to assist thought, to understand emotions and emotional knowledge and to reflectively regulates emotions so as to promote emotional and intellectual growth---Peter Salovey

### Review of related literature

**Rajkrishna Ravikumar(2017)** conducted "A study of Emotional Intelligence among post graduate medical students in Delhi". A cross sectional analytical study, using Schuttes' self-Report Emotional Intelligence test, to measure Emotional Intelligence of 200 post graduate medical students of 2 medical colleges in Delhi. The findings of the study were the age of the participants was positively associated with emotional intelligence, emotional intelligence was found to decrease with the increase in total workload.

**David Rosete(2005)** carried out a research on "Emotional Intelligence and its relationship to work place performance outcomes of leadership effectiveness" it illustrates why it is critical to examine multiple aspects of managerial performance. He studied 117 managers from an Australian public service organisation. Administering an Emotional Intelligence self report scale. The results suggested that emotional intelligence may play a more important role in how managers do their work rather than in what they accomplish.

**Dr. Desti(2015)** studied "A Study on Emotional Intelligence at work place". The major objective of the study was to know the extent of employees awareness towards Emotional intelligence. Emotional Intelligence questionnaire constructed by Goelman was used. The findings of the study was 61.3% of the employees are able to identify and understand the cause of their emotions, 20% of the employees don't understand their emotions where as 18.7% are able to understand only sometimes.

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### Objectives of the Study

1. To study the difference in emotional intelligence of the women teachers with respect to their locality, age, teaching experience, subject studied and educational qualification.

### Hypotheses of the Study

1. There is no significant difference in the emotional intelligence of the women teachers with respect to their locality, age, teaching experience, subject studied and educational qualification.

### Method

Survey method had been used for this study.

### Sampling Technique and Sample size

The study was conducted on a sample of 91 women teachers from various Schools in TamilNadu. Teachers from each school were selected randomly.

### Tool

The researcher used the Emotional Intelligence quotient inventory which consists of 25 true or false items. For each false response the score will be 1 and for the true response the score will be 0, the maximum score is 25, the score equal to 25 or nearer to 25 have excellent emotional Intelligence.

### Data Analysis

The collected data were scored as per manual and manual and analyzed by applying mean, S.D; t -test and F-test.

**Table1 t table shows the significant difference of emotional intelligence of Rural and urban teachers**

S. No	Variable	locality	N	Mean	S.D	t	p-value
1	Emotional Intelligence	Urban Rural	53 38	19.62 20.76	5.20 3.42	1.18	0.105

**Table 2 F table shows the significant difference in the emotional intelligence of School teachers with respect to their age, teaching experience, subject studied and educational qualification.**

From table 1, it is inferred that there is no significant difference between the rural and urban teachers in their emotional intelligence.

S.No	Variables	Sources of variation	Sum of Squares	df	Mean Square	F	Sig
1	Age	Between groups within groups Total	6.175 1865.934 1872.110	2 88 90	3.088 21.204	0.146	.865
2	Teaching Experience	Between groups within groups Total	93.326 1778.783 1872.110	3 87 90	31.109 20.446	1.522	.215
3	Subject Studied	Between groups within groups Total	2.091 1870.019 1872.110	2 88 90	1.045 21.250	0.049	.952
4	Educational Qualification	Between groups within groups Total	66.816 1805.294 1872.110	5 85 90	13.363 21.339	0.629	.678

From table 2, it is inferred that there is no significant difference between the emotional intelligence of School teachers with respect to their age, teaching experience, subject studied and educational qualification.

**Conclusion**

Emotional Intelligence is emotional balance and competence that can help us to have positive results in personal and official relations. One who is emotionally civilized and competent has less interpersonal frictions and enjoys better mental and physical health. We should know how emotions operate and how one can lead to another. They can have a telling effect on one's health and personal and social relations. Any failure to handle emotions, particularly the negative ones can land us in trouble. To handle them successfully, we should first recognize them and stay open to them. Being civilized does not mean blocking or suppressing them. It is processing and channelizing them in a positive way. We should now and then make a review of how we feeling and go for a regulation of our emotions as they can influence our thinking in a big way.

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## EFFECT OF ANXIETY LEVELS OF RURAL B.ED., STUDENTS ON ACADEMIC PERFORMANCE

<sup>1</sup>I.Uma Maheswari

### Abstract

*This study was conducted to find the relationship and effects of anxiety on the academic performance of rural B.Ed., students. Research findings revealed that there is low positive correlation between academic performance and anxiety levels of rural B.Ed., students; male and female rural B.Ed., students differ in their anxiety levels.*

**Keywords:** Anxiety, academic performance and rural B.Ed., students.

### Introduction

It is fact that a nation's progress depends upon its students' academic achievements and development. That's why every nation emphasizes students' academic achievements. Especially the academic achievements of the rural students are badly affected due to increase in anxiety in the society. There is no denying to the fact that anxiety has increased in the society it not only affects education but also students' personalities which linger throughout their lives. Today, anxiety is a common phenomenon of everyday's life. It plays a crucial role in human life because all of us are the victims of anxiety in different ways. Anxiety has been recognized as an important factor that influence the process learning, Anxiety has commonly been found to interfere with performance in rural B.Ed., students. The influence of anxiety will not always be debilitating but may vary with particular features of the task to be performed.

### Review of Related Literature

Anxiety related to tension had a negative influence on academic performance. General anxiety did not show any impact on academic performance (Mannel, 1982). Sex was significantly related to anxiety both general and test anxiety. Girls exhibited more general anxiety as well as test anxiety than the boys did (Barinder, 1985).

### Objectives

1. To find the relation between academic performance and the anxiety levels of the B.Ed., students.
2. To find the influence of gender on the levels of anxiety of B.Ed., students.

### Hypotheses

1. There is no relation between academic performance and anxiety levels of the B.Ed., students.
2. There is no significant difference between male and female B.Ed., students in their anxiety levels.

### Sample

The present sample consists of 7 male and 23 female B.Ed students from Dindigul District

### Research Tools

The IPAT (Institute of Personality and Ability Testing, Illinois) Anxiety scale published in 1976 is used for the study. It consists of 40 anxiety items. The average validity of the test is 0.90 while the reliability established by Kunder- Richardson- 20 method is 0.69. The researcher administered the questionnaire personally to the students while taking their examinations.

### Scoring and Data Analysis

The questionnaires were given codes 1, 2, 3, and so on. The questionnaire was easily scored, in about a minute, using a standard key that fits over the test booklet. They were scored according to the guidelines given in the manual. A single total anxiety scores based on all the 40 items was obtain by adding 2's and 1's for each answer.

**Table 1 Anxiety Scores (tool) and the Academic Performance (Exam marks)**

S.No	Mark 1	Mark 2	Anxiety score	Square of Difference in rank
1	70	61	6	225
2	66	60	7	25
3	61	65	7	1
4	74	71	7	144
5	68	65	8	0.25
6	70	69	6	225
7	51	61	7	64
8	65	73	6	72.25
9	62	74	7	1
10	60	76	6	4
11	66	64	8	4
12	64	60	5	100
13	66	64	9	42.25
14	70	66	8	6.25
15	60	53	7	12.25
16	72	64	8	16
17	61	59	8	64
18	59	68	6	0.25
19	55	67	7	36
20	53	67	8	196
21	61	60	8	64
22	68	73	9	16
23	66	60	10	25
24	69	65	8	0.25
25	74	65	7	144
26	61	71	7	121
27	68	65	8	64
28	66	71	9	25
29	65	74	6	72.25
30	51	73	7	64

The total anxiety score is by far the most important one and will in almost all cases be the only depended upon. The higher score always means more anxiety. The total anxiety raw scores were converted to sten scores from the standard tables given in the IPAT Anxiety Scale Manual (Krug 1976). The raw score were converted to sten scores for the purpose of the interpretation (1,2 or 3 - low anxiety, 4, 5, 6 or 7- average level 8, 9 or 10- high anxiety). The researcher collected the data pertaining to the academic performance of the rural B.Ed., students.

The first hypothesis states that "there is no relation between the academic performance and the anxiety level of the rural B.Ed., students". After analyze the data the computed co-efficient of correlation is 0.29 it show that the computed value of coefficient correlation is low as compared to the table value of 0.4329 at 0.05 significant levels for 30 degree of freedom. The computed value of 0.35 is not significant. Hence it shows that there is no relation between the academic performance and the anxiety levels of the rural B.Ed., student is accepted. Thus it can be inferred that there is positive correlation between academic performance and the anxiety levels of the rural B. Ed., students.

The second hypothesis states "there is no significant difference between he male and female B.Ed., students in their anxiety levels.



**Table 2 Comparison of Gender and Levels of Anxiety**

Sex	Average	High	Total
Male	3 (A)	4 (B)	7
Female	10 (C)	13 (D)	23
Total	13	17	30

$$X_c^2 = N (AD-BC-N/2)^2 / (A+B)(C+D)(A+C)(B+D)$$

The obtained value  $x^2$  is 2.15. The table  $x^2$  value for one degree of freedom is less than the table value. Hence, the  $x^2$  the  $x$  value is not significant and the null hypothesis there is no significance different between the male and female rural B.Ed., students in their anxiety levels is accepted.

### Conclusion

Based on the testing of hypothesis it can be concluded there is low positive correlation between academic performance and anxiety levels of students. The variables academic performance and anxiety are closely related to each other. As the anxiety level is increases so also the academic performance increases, this is true in situations where the rural B.Ed., students possess high achievement motivation. The male and female B.Ed., students differ in their anxiety levels. Thus, the gender influences the anxiety levels.

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