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PROFESSIONAL ETHICS OF HIGH SCHOOL TEACHERS IN DINDIGUL DISTRICT

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Abstract

The present study tries to find out the level of professional ethics among the high school teachers. Descriptive survey method is adopted for this research study. The investigators have chosen 638 samples for this study. This study further tries to find out whether there is any difference in professional ethics among the high school teachers based on some demographical variables.

Key words: *professional ethics, high school teachers, code of conducts*

Introduction

Every profession has some ethical principles to guide the conduct and behaviours of its members. The ethical principles denote the desirable and undesirable behaviours of the persons in that particular profession. These ethical principles highlight the things to do and the things aren't done in that profession. A Code of professional ethics helps to clarify the profession's values and creates a trust among public about that profession. Professional ethics is not a rigid one. Based on the social change and public demand, professional ethics are reconstructed, modified or constructed by the experts of the profession.

Need for the study

Teaching profession is considered as one of the oldest and the noblest profession in the world.. The future of the nation is inside the four walls of the classrooms. A successful classroom depends upon the good teachers. The word teacher is the value loaded. Every teacher is expected to be an ideal person filled with high moral character. But nowadays, there are so many bad news about the teachers and the teaching profession in the newspapers. So many unethical activities like sexual harassment, misuse of school things, corruption, bribery, corporal punishment, misuse the students for their personal work etc are done by the teachers in the society. It affects the respect and trust of the teaching profession. It is the result of lack of the professional ethics codes of teaching profession. Therefore, it is necessary to assess the level of professional ethics among the teachers to implement the professional ethics codes effectively. So only the researchers have chosen this topic for their study.

Objectives of the study

- To find out level Professional Ethics among the high school teachers in Dindigul district.
- To find out whether there is any significant difference in Professional Ethics among the high school teachers based on the demographical variables gender, locality, marital status and type of school.

Title of the study

The investigator has taken up the research entitled as **"A study on the professional Ethics of high school teachers in Dindigul district."**

Operational definition of the terms

***Professional ethics*:** Professional ethics is a term that covers the organizational and personal standards of behaviour a professional individual is expected to possess. Most of the organizations have their own internal code of practice that defines the professional ethics of a certain profession.

High school teachers:Teachers those who are working in high school (children age of 11 to 15 years) in Indian educational system.

Dindigul district: Dindigul district is in the southern part of Tamil Nadu in India which is famous for its lock making business.

Hypotheses of the study

- There will be no significant difference in the high school teachers' professional ethics based on gender.
- There will be no significant difference in the high school teachers' professional ethics based on locality.
- There will be no significant difference in the high school teachers' professional ethics based on marital status.
- There will be no significant difference in the high school teachers' professional ethics based on type of school.

Design of the study

The present study was designed to investigate the professional ethics of high school teachers. In order to study this, the investigators adopted descriptive survey method.

Tool used

The investigator prepared professional ethics scale. It had the following five dimensions,

1. Commitment to students
2. Commitment to teaching profession
3. Commitment to school
4. Commitment to society
5. Code of conducts

The investigator designed the tool in five point scale. The tool was scrutinized by the panel of juries and the validity of the tool was established. Reliability of the tool was established by the investigators by using test-retest method.

Sample for the study

The high school teachers in Dindigul district was the population of the study. A total of 638 teachers were selected by using simple random sampling technique for this research study.

Data analysis

The investigator employed descriptive statistics (Mean and Standard Deviation) and differential statistics (students "t" test and one way ANOVA) to process the data collected from the sample.

Hypothesis 1

The level of professional ethics among the high school teachers

Table 1

Level of professional ethics of high school teachers

Professional Ethics	Total No of teachers	High		moderate		low	
	638	Count	%	Count	%	Count	%
		90	14.1	444	69.6	104	16.3

From the above table 1, 69.6 % high school teachers are placed in moderate level of professional ethics.

Hypothesis 2

There will be no significant difference in the high school teachers' professional ethics based on gender.

Table 2

Difference between male and female high school teachers in their professional ethics

Dimensions	Variable	N	M	S.D.	't' value	Remarks
Commitment to Students	Male	284	49.49	10.23	0.739	Not significant
	Female	354	50.08	9.62		
Commitment to profession	Male	284	49.57	9.61	0.449	Not significant
	Female	354	49.97	10.52		
Commitment to school	Male	284	50.14	12.59	0.449	Not significant
	Female	354	49.51	7.06		
Commitment to society	Male	284	50.72	10.05	1.367	Not significant
	Female	354	49.63	10.02		
Code of conducts	Male	284	50.13	10.08	0.301	Not significant
	Female	354	49.89	9.98		

From the above table 2, the calculated t values 0.739, 0.449, 0.449, 1.367 and 0.301 are lower than the table value 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. There is a no significant difference in high school teachers' professional ethics based on gender.

Hypothesis 3

There will be no significant difference in the high school teachers' professional ethics based on locality.

Table 3

Difference between rural and urban area high school teachers' in their Professional Ethics

Dimensions	Variable	N	M	S.D.	't' value	Remarks
Commitment to Students	Rural	438	49.66	9.45	0.571	Not significant
	Urban	200	50.17	10.76		
Commitment to profession	Rural	438	50.03	10.13	0.888	Not significant
	Urban	200	49.26	10.10		
Commitment to school	Rural	438	50.03	10.85	1.057	Not significant
	Urban	200	49.26	7.41		
Commitment to society	Rural	438	50.10	9.06	0.077	Not significant
	Urban	200	50.17	10.96		
Code of conducts	Rural	438	50.05	10.07	0.184	Not significant
	Urban	200	49.89	9.94		

From the above table 3, the calculated t value 0.571, 0.888, 1.057, 0.077 and 0.184 were less than the table value 1.96 at 0.05 level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the high school teachers' professional ethics based on locality.

Hypothesis 4

There will be no significant difference in the high school teachers' professional ethics based on marital status.

Table 4

Difference between married and unmarried high school teachers in their Professional Ethics

Dimensions	Variable	N	M	S.D.	't' value	Remarks
Commitment to Students	Married	297	49.75	9.84	0.266	Not significant
	Unmarried	341	49.98	9.99		
Commitment to profession	Married	297	49.75	10.18	0.152	Not significant
	Unmarried	341	49.88	10.00		
Commitment to school	Married	297	49.15	7.30	1.989	Not significant
	Unmarried	341	51.29	14.13		
Commitment to society	Married	297	49.94	9.92	0.687	Not significant
	Unmarried	341	50.53	10.34		
Code of conducts	Married	297	49.70	10.12	1.140	Not significant
	Unmarried	341	50.68	9.78		

From the above table 4, the calculated t values 0.266, 0.152, 0.687 and 1.140 are lower than the table value 1.96 at 0.05 level of significance. The value 1.989 is lower than table value 2.58 at 0.01 level of significance. Therefore, the null hypothesis is accepted. There is no significant difference in the high school teachers' professional ethics based on marital status.

Hypothesis 5

There will be no significant in the high school teachers' professional ethics based on type of school.

Table 6
Difference among the Government, the Aided and the private school teachers in their Professional Ethics

Dimensions	Sources of Variance	Sum of squares	Mean square variance	'F' value	Remarks
Commitment to Students	Between	12.910	6.455	0.066	Not significant
	within	62202.917	97.957		
Commitment to profession	Between	143.988	71.994	0.702	Not significant
	within	65166.928	102.625		
Commitment to school	Between	912.012	456.006	4.669	Significant
	within	61617.317	97.035		
Commitment to society	Between	217.146	108.573	1.076	Not significant
	within	64045.167	100.859		
Code of conducts	Between	177.136	88.568	0.881	Not significant
	within	63819.022	100.502		

From the above table 5, the calculated F value is lower than the table value 3.00 at 0.05 level of significance. Therefore, the null hypothesis is accepted except the dimension – commitment to school. There is no significant difference in the high school teachers' professional ethics based on type of school except the dimension – commitment to school.

Major findings

The following findings are purely based on this research study,

- Most of the Dindigul district high teachers (69%) have moderate level of professional ethics.
- Male high school teachers are in par with the female high school teachers in their professional ethics.
- Rural area high school teachers are in par with the urban area high teachers in their professional ethics.

- No difference is found among the in high school teachers in their professional ethics based on their marital status.
- Government, aided and private high teachers differ at their professional ethics in commitment to school dimension alone.

Discussion

From the analysis of the data, most of the high school teachers have moderate level of professional ethics. The reason behind this finding is that they may focus only their academic activities and not worried about other areas. The high school teachers differ in their Professional ethics based on type of schools. This may be due to the fact that the private school teachers may have some work pressure and maximum workload. It may affect their professional ethics.

Recommendations

Based on the study, the investigators recommended the following suggestions,

- Professional ethics based quotations should be placed staff room, library and laboratories etc in schools.
- Every year teachers should be evaluated by using Professional ethics appraisal scale.
- Professional ethics cell should be created in every institution.
- Government should monitor the professional ethics of teachers in educational institutions.

Conclusion

Educating is impossible without professionally committed teachers. Education is nothing without the contribution of good teachers. Good teachers are sculptures. They design the future of the nation. A teacher one who professionally committed to students, Institution, work, society, human values and self is called as a good teacher. So every teacher should follow the professional ethics of teaching profession and to become a role model teacher.

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A STUDY ON TEACHER PERSONALITY AND TEACHER COMPETENCY AMONG HIGHER SECONDARY SCIENCE TEACHERS

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Abstract

Personality plays an important role in an individual's personal, educational and vocational adjustment and success. The success in the vocational area is determined to a large extend by personality factors. The main objective of the research is to study about personality and teacher competency of higher secondary science teachers in Madurai, Dindigul and Theni districts. The sample consisted of 500 science teachers in government, Private and aided schools. The major finding of the study reveals that the male and female teachers have significant difference in their personality. The rural and urban, government, Private school teachers differ in their teaching competency. There is high positive relationship between personality and Teaching Competency.

Introduction

Eysenck (1970) considered personality as more or less stable and enduring organization of a person's character, temperament, intellect and physique which determine his unique adjustment to the environment. The quality of education depends upon the quality of the teachers. Teacher's performance is the most crucial input in the field of education. According to Adams education is a conscious and deliberate process in which ones personality acts upon another in order to modify the development of the other by the communication and manipulation of knowledge. Personality is an important element in the learning environment and in the failure and success of the learner, the way in which the teacher's personality interacts with the personalities of the pupils being helps to determine the kind of behaviors which emerges from the learning situation. The supreme value of a teacher is not in the regular performance of routine duties, but in inspiring the pupils through their moral personality.

Need of the Study

Education plays a vital role in bringing about a desire behavioral change in society as well as in individual. It also helps the students to have proper motivation. Higher secondary is the very important stage in the life of each and every student because their future course of study solely decided by the marks with the help of teachers. The teachers should develop their personality towards the profession in order to achieve this goal in the educational field that shaping the students useful to the society as well as to the country. A competent teacher possesses all the necessary qualities to interact with the school and community. So the present study has been conducted to verify how personality is correlated with the teaching competency of higher secondary science teachers.

Objectives of the Study

- To find out whether the higher secondary science teachers belonging to different sub-groups like Gender, Age, marital status, Residence, Locality of school,Mode of Employmentand Type of family differ in teacher personality.
- To find out whether the higher secondary science teachers belonging to different sub-groups like Gender, marital status, Residence, Locality of school,Mode of Employmentand Type of family differ in teaching competency.

Operational Definitions

Personality

The word personality has derived from the latin word 'persona' which was the mask which Greek actors wore while acting. Psychologically speaking personality is all that a person is. It is the totality of one's behaviour towards oneself and others as well. It includes everything about the person, his physical, emotional, social, mental and spiritual makeup. According to ***Allport (1961), "Personality is a dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment".***

Teaching Competency

The concept of teaching competency in India emerged from Competency Based Teacher Education (CBTE) Programme (Passi and Sharma, 1981). According to ***Wilson (1973) "Teaching competency is said to be the knowledge, attitude, skills and self perception as the products that derive from the mixture of these behaviours resulting in consistent pattern of behaviour leading to the attainment of predicted outcomes".***

Hypothesis

There is no significant difference in the teacher competency and personality of higher secondary science teachers with respect to back ground variables.

Methodology

The investigator has used the survey method to find out the significant difference in the teacher competency and personality of higher secondary science teachers belonging to different sub-groups like Gender, marital status, Residence, Locality of school, type of family and Mode of Employment.

Sample

A small proportion of a population, selected for observation and analysis is known as sample. The sample for the present study was randomly drawn from the population. The size of the sample of the study was 500 and the sample was collected from three districts namely Madurai, Dindigul, and Theni.

Tool used in the Present Study

Teacher personality scale developed by the investigator validated by Dr. Muthupandi. Teacher competency scale developed by Dr. Sathiyagirirajan was used to gather the data.

Analysis and Interpretation of Data

NULL HYPOTHESIS – 1

There is no significant difference in the teacher competency of higher secondary science teachers with respect to Gender and Family type.

Table 1

Difference in the teacher competency of higher secondary science teachers with respect to Gender and Family type

S.NO	Variables	Categories	N	Mean	SD	Calculated 't' value	Table value	Remark
1.	Gender	Male	202	92.93	14.295	0.166	1.96	NS
		Female	298	93.15	15.406			
2.	Type of family	Nuclear	297	94.01	15.816	1.76	1.96	NS
		Joint	203	91.68	13.510			

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

The calculated values are lesser than the table value in Gender and type of family. Hence, the Null hypothesis, "There is no significant difference in the teaching competency ofhigher secondary science teachers with respect to Gender and type of family" are accepted.

NULL HYPOTHESIS – 2

There is no significant difference in the teacher competency of higher secondary science teachers with respect to background variables.

Table 2
Difference in the teacher competency of higher secondary science teachers with respect to background variables

S.NO	Variables	Categories	N	Mean	SD	Calculated 't' value	Table value	Remark
1.	Marital status	Married	322	91.88	15.080	2.41	1.96	S
		Unmarried	178	95.20	14.518			
2.	Residence	Rural	137	90.48	13.786	2.49	1.96	S
		Urban	363	94.04	15.275			
3.	Locality of School	Rural	241	89.99	14.992	4.51	1.96	S
		Urban	259	95.93	14.363			
4.	Mode of Employment	Permanent	302	87.52	14.241	11.99	1.96	S
		Temporary	198	101.53	11.719			

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

The calculated values are greater than the table value for marital status, Residence, Locality of school, mode of Employment and class handled. Hence, the Null hypothesis "There is a significant difference in the teaching competency of higher secondary science teachers with respect to background variables" is rejected.

NULL HYPOTHESIS – 3

There is no significant difference in the personality of higher secondary science teachers with respect to background variables.

Table 3
Difference in the personality of higher secondary science teachers with respect to background variables

S.NO	Variables	Categories	N	Mean	SD	Calculated 't' value	Table value	Remark
1.	Gender	Male	202	117.50	23.19	1.36	1.96	NS
		Female	298	120.70	29.22			
2.	Marital status	Married	322	117.54	26.65	2.07	1.96	S
		Unmarried	178	122.79	27.28			
3.	Residence	Rural	137	114.21	25.32	2.75	1.96	S
		Urban	363	121.37	27.34			
4.	Type of family	Nuclear	297	122.30	29.04	3.04	1.96	S
		Joint	203	115.18	23.04			
5.	Mode of Employment	Permanent	302	107.58	21.65	14.67	1.96	S
		Temporary	198	137.45	24.17			

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

The calculated value is lesser than table value of Gender. Hence, the null hypothesis "There is no significant difference between in the personality of higher secondary science teachers with respect to Gender" is accepted.

The calculated values are greater than the table value for marital status, Residence, Type of family, mode of Employment and class handled. Hence, the Null hypothesis "There is a significant

difference in the teacher personality of higher secondary science teachers with respect to background variables" are rejected.

Findings of the Study

- There is significant difference in the teacher competency of higher secondary science teachers with respect to Gender & family type.
- There is no significant difference in the teacher competency of higher secondary science teachers with respect to marital status, Residence, Locality of school andMode of Employment.
- There is significant difference in the personality of higher secondary science teachers with respect to Gender.
- There is no significant difference in the teacher personality of higher secondary science teachers with respect to marital status, Residence, Locality of school andMode of Employment.

Conclusion

From this study, it is clearly understood that the teachers should develop their personality as well as their teaching competency. A good teaching climate could be produced by increasing good personality and good teaching competency of higher secondary school teachers belonging to marital status, Residence, Locality of school andMode of Employment. There is significant difference in the teacher personality of higher secondary science teachers belonging to marital status, Residence, type of family andMode of Employment.

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IMPACT OF SELF-CONCEPT AND LEARNING ENVIRONMENTS ON THE ACHIEVEMENT IN TEACHING OF MATHEMATICS OF PRIMARY TEACHER TRAINEES - A STUDY

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Abstract

The present study aimed at finding the extent to which the self-concept and learning environment have the relation with the achievement in teaching of Mathematics among Primary teacher trainees. The descriptive survey research method was used for the study. The study was carried out on a sample of 600 teacher trainees studying in DIET's and select Teacher Training Institutes in Tirunelveli and Thoothukudi districts of Tamilnadu. The sample was selected by using stratified random sampling technique. The self-concept scale developed by Dr.Mukta Rani Rastogi and a learning environment scale structured by the investigator were used for data collection. Moreover for achievement in teaching of Mathematics, marks obtained by the trainees in their final public examination were noted down from the records of concerned institution. The results revealed that self-concept and learning achievement of teacher trainees had a positive impact on the achievement of teaching on Mathematics.

Introduction

The world we live in is becoming more and more competitive in almost all fields. Parents expect their children score high marks in the examinations. This desire for high level of achievement puts a lot of pressure on teachers and students. Therefore, teachers and parents have to take a lot of efforts for helping students to achieve better in the subjects. The significance of scholastic and academic achievement has hoisted important questions for educational researchers. What are the factors that promote achievement of students? To what extent the various factors contribute to academic achievement?

Achievement in various subjects is affected by different factors such as study habits, intelligence attitude, socio-economic status, personality straits, motivation etc., the other factors which influence the achievement of students are self-concept, learning environment of school.

Self-concept is an important attribute and a key to understanding the behaviour of individual children (Goswamy, 1980). Self-concept is the sum total of a person's beliefs about his or her own attributes (Sharon et. al., 1996). Self-concept evolves from social interactions and will undergo many changes over the course of a life-time. Babies have no self-concept is to a large extent the product of child's experience at home (Patterson et al, 1983). Self-concept plays a significant role in the educational process when a child is accepted, approves, respected and liked for what is one will have an opportunity to acquire an attitude of self-acceptance and respect for oneself. Kaur et al., (2009) found self-concept to be positively correlated with academic achievement, though statistically not significant. However, a significantly positive relationship of home environment components of protectiveness, conformity, reward, and nurturance with self-concept has been revealed and thereby author suggested use of reward and nurturance from parents for positive self-concept development among adolescents.

Good (1945) defines learning environment as "setting and conditions that create an atmosphere for learning. It refers to the background of a pupil, which means his home environment, school environment and social environment. Only a few enjoy the blessings of all the environments.

Purpose of the Study

The purpose of the study is to determine whether there is any significant relationship exist between primary teacher trainees' achievement in teaching mathematics and their self-concept and learning environment. The present study may be beneficial for teachers, parents, educational planners, administrators and policy makers to know the role of self-concept and learning environment towards achievement. It will help prospective teachers to develop positive self-concept for improving their progress in schools. Learning environment on the other hand, works as a catalyst for improving the performance of prospective teachers.

Objective of the Study

1. To find if there is any relationship between self-concept and achievement in Teaching of Mathematics of primary teacher trainees.
2. To find if there is any relationship between learning environment and achievement in teaching of mathematics of primary teacher trainees.
3. To find if there is any relationship between self-concept and achievement in teaching of mathematics of primary teacher trainees studying in Government & Aided Teacher Training institutes.
4. To find if there is any relationship between learning environment and achievement in teaching of mathematics of primary teacher trainees studying in Government & Aided teacher training institutes.
5. To find if there is any relationship between self-concept and achievement in teaching of Mathematics of primary men teacher trainees studying in self-financed teacher training institutes.
6. To find if there is any relationship between self-concept and achievement in teaching of mathematics of primary men teacher trainees studying in self-financed teacher training institutes.

Hypotheses

1. There is no significant relationship between self-concept and achievement in teaching of mathematics of primary teacher trainees.
2. There is no significant relationship between learning environment and achievement in teaching of mathematics of primary teacher trainees.
3. There is no significant relationship between self-concept and achievement in teaching of mathematics of primary teacher trainees studying in government & aided Teacher Training institutes.
4. There is no significant relationship between learning environment and achievement in teaching of mathematics of primary teacher trainees studying in government & aided Teacher Training institutes.
5. There is no significant relationship between self-concept and achievement in teaching of mathematics of primary teacher trainees studying in Self-Financed Teacher Training institutes.
6. There is no significant relationship between learning environment and achievement in teaching of mathematics of primary teacher trainees studying in Self-Financed Teacher Training institutes.

Sample

The sample for the present study was drawn from two DIETs four Govt. Aided ITIs and six self-financed TTIs of Tirunelveli and Thoothukudi districts. The sample composed of 600 primary teacher trainees and was drawn by stratified random sampling technique.

Tools employed

Self-concept developed by Dr. Mukta Rani Rastogi has been used in the present study. The scale consists of 51 statements. The respondent is provided with 5 response alternatives and therefore a score of 1 - 5 may be obtained for each item. Positive items are scored 5 to 1 for responses (SA, A, UD, DA, SDA) and negative items are scored 1 to 5 for the same response alternatives. Greater the score, greater will be the self-concept of an individual.

a) Reliability of the scale by split - half method following spearman Brown prophecy formula was found to be 0.87. Content validity was established of the basis of the ratings by experts.

b) Learning Environment scale was developed by the investigator. It contains 77 statements.

The respondent is provided with 5 response alternatives and therefore a score of 1-5 may be obtained for each item. Positive items are scored 5 to 1 for responses (SA, A, UD, DA, SDA) and negative items are scored 1 to 5 for the same response alternatives. Higher scores indicate that the learning environment is good.

Reliability of the scale by split-half method following spearman Brown prophecy formula was found to be 0.89. Content validity was established on the basis of the ratings by experts.

Data Analysis and Interpretation

The data were subjected to statistical analysis in order to substantiate the above mentioned hypotheses. The Pearson's product moment correlation coefficient was calculated by using SPSS software.

Table 1
Showing the relationship between self-concept and achievement in teaching of Mathematics of primary teacher trainees

		Achievement in Mathematics	Self-Concept
Achievement in Mathematics	Pearson Correlation sig. (2-tailed) N	1	.169** .000 600
Self - Concept	Pearson Correlation sig. (2-tailed) N	.169** .000 600	1

** Correlation is significant at 0.01 levels (2-tailed)

The perusal of table 1 shows that there is a statistically significant relationship between self-concept and achievement in teaching of mathematics of primary teacher trainees as the calculated value of significance is 0.000 which is less than 0.05. The value of coefficient of correlation is 0.169, which shows that there is a positive correlation between self-concept and achievement in teaching of Mathematics of prospective primary teachers. Therefore hypothesis 1 is rejected

Table 2
Showing the relationship between Learning Environment and achievement in teaching Mathematics of primary teacher trainees

		Achievement in Mathematics	Learning Environment
ACHIEVEMENT IN MATHEMATICS	Pearson Correlation sig. (2-tailed) N	1	.116** .004 600
LEARNING ENVIRONMENT	Pearson Correlation sig. (2-tailed)	.116** .004	1

	N	600	

** Correlation is significant at 0.01 levels (2-tailed)

The perusal of table 2 shows that there is a statistically significant relationship between the Learning environment and achievement in teaching of mathematics of primary teacher trainees as the calculated value of significance is 0.004 which is less than 0.05. The value of coefficient of correlation is 0.116, which shows that there is a positive correlation between Learning Environment and achievement in teaching of Mathematics of prospective primary teachers. Therefore hypothesis 2 also is rejected.

Table 3

Showing the relationship between self-concept and achievement in teaching of Mathematics of primary teacher trainees in Government & Aided Teacher Training Institutions

		Achievement in Mathematics	Self - Concept
ACHIEVEMENT IN MATHEMATICS	Pearson Correlation sig. (2-tailed) N	1	.115 .090 218
SELF - CONCEPT	Pearson Correlation sig. (2-tailed) N	.115 .090 218	1

The perusal of table 3 shows that there is no statistically significant relationship between the self-concept and achievement in teaching of mathematics of primary teacher trainees studying in Government aided Teacher Training Institutes as the calculated value of significance is 0.090 which is greater than 0.05. Therefore hypothesis 3 is accepted.

Table 4

Showing the relationship between Learning environment and achievement in teaching of Mathematics of primary teacher trainees studying in Government & Aided Teacher Training Institutions

		Achievement in Mathematics	Learning Environment
ACHIEVEMENT IN MATHEMATICS	Pearson Correlation sig. (2-tailed) N	1	.118 .081 218
LEARNING ENVIRONMENT	Pearson Correlation sig. (2-tailed) N	.118 .081 218	1

The perusal of table 4 shows that there is no statistically significant relationship between the Learning environment and achievement in teaching of mathematics of primary teacher trainees studying in Government aided Teacher Training Institutes as the calculated value of significance is 0.081, which is greater than 0.05. The value of coefficient of correlation is 0.118. Therefore hypothesis 4 is accepted.

Table 5

Showing the relationship between self-concept and achievement in teaching of Mathematics of primary teacher trainees studying in Self-financed Teacher Training Institutions

		Achievement in Mathematics	Self - Concept
ACHIEVEMENT IN MATHEMATICS	Pearson Correlation sig. (2-tailed) N	1	.140* .0389 220
SELF - CONCEPT	Pearson Correlation sig. (2-tailed) N	.140* .0389 220	1

* Correlation is significant at 0.05 levels (2-tailed)

The perusal of table 5 shows that there is no statistically significant relationship between the self-concept and achievement in teaching of mathematics of primary teacher trainees studying in Self-Financed Teacher Training Institutes as the calculated value of significance is 0.038, which is less than 0.05. The value of coefficient of correlation is 0.169, which shows that there is a positive correlation between self-concept and achievement in teaching of mathematics of primary teacher trainees studying in Self-Financed Teacher Training Institutes. Therefore hypothesis 5 is rejected.

Table 6

Showing the relationship between Learning environment and achievement in teaching of Mathematics of primary teacher trainees studying in Self-financed Teacher Training Institutions

		Achievement in Mathematics	Learning Environment
ACHIEVEMENT IN MATHEMATICS	Pearson Correlation sig. (2-tailed) N	1	.155* .022 220
LEARNING ENVIRONMENT	Pearson Correlation sig. (2-tailed) N	.155* .022 220	1

* Correlation is significant at 0.05 levels (2-tailed)

The perusal of table 6 shows that there is no statistically significant relationship between the Learning environment and achievement in teaching of mathematics of primary teacher trainees as the calculated value of significance is 0.004, which is less than 0.05. The value of coefficient of correlation is 0.116, which shows that there is a positive correlation between Learning environment and achievement in teaching of mathematics of primary teacher trainees studying in Self-Financed Teacher Training Institutes. Therefore hypothesis 6 is also rejected.

Conclusion

The correlation analysis revealed that the selected independent variables self-concept and learning environment had contributed towards achievement in teaching of Mathematics of primary teacher trainees. Therefore it is evident that the environment prevailing in the teacher training institution has an effect on academic achievement. On the other hand self-concept of teacher trainees also leads to better achievement in academics. Therefore teacher trainees should have a strong positive self-concept in order to be motivated to learn. These findings have some important implications for the policy makers, teachers, students and educational institutions. The teacher training institutions are excepted and must be compelled to provide the best possible learning environment for quality improvement. Analysis of this study is expected to give information about the self concept and learning environment of teacher trainees which can affect their academic achievement. It is hoped that the findings can help students, teachers, school administrators, parents and the government to be used as a guide in programmes to be organized within or outside of school; to instil the high self-concept and positive learning environment; to prepare them as the generation of the future leaders.

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META COGNITIVE AWARENESS IN TEACHING AND TEACHING COMPETENCY: A SURVEY ON PROSPECTIVE TEACHERS

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Abstract

Metacognition has now been emerged as an important part of teacher preparation programs. The term Metacognition was introduced by psychologists to refer to knowledge about and control over thinking and learning activities. Teacher education is going through an unprecedented period of change. Across the world, the number and quality of teachers are becoming a key policy concern. This phenomenon affects the richer industrialized nations and those in the process of developing stronger economic infrastructure. Ensuring adequate supply of higher quality teachers is therefore a challenge, as is the expanding task of providing coherent, career- long, professional development, opportunity for teachers. As knowledge increases and technologies emerge, so the status of teachers has to adapt. The scale of demand for teacher education is large. In this context, it is clear that the institutions of teacher education created in the twentieth century will be unable to meet the demands of the twenty first. Any educational effort loses its vitality if it does not give adequate attention and importance to the teachers, one of the most important pillars of education. In this context the investigator made an attempt to find the existing level of Metacognitive Awareness in Teaching and Metacognitive Teaching Competency of student teachers at secondary level and also to find out whether there exists any relationship between the two variables.

Introduction:

Metacognition involves at least two components (1) an awareness of the skills, strategies and resources needed to perform a task effectively- knowing what to do and (2) the ability to use self-regulatory mechanisms to ensure the successful completion of the task- knowing how and when to do the what. The strategies in the first component, knowing include identifying the main idea, rehearsing information forming association and images using mnemonics, organizing new material to make it easier to remember, applying test taking techniques, out lining and note taking. Metacognition plays an important role in communication, reading comprehension, language acquisition, and problem solving and personality development. Teaching competency refers to "the right way of conveying units of knowledge, application and skills to students." The right way here includes knowledge of content, processes, methods and means of conveying content. Competent teachers would also create classroom conditions and climate which are conducive for student learning. Teachers having good Metacognitive teaching competency can help their students to develop Metacognitive ability in them.

Meta Cognition

Meta cognition" is often simply defined as "thinking about thinking." In actuality, defining Meta cognition is not that simple. Although the term has been part of the vocabulary of educational psychologists for the last couple of decades, and the concept for as long as humans have been able to reflect on their cognitive experiences, there is much debate over exactly what Metacognition is. One reason for this confusion is the fact that there are several terms currently used to describe the same basic phenomenon (e.g., self-regulation, executive control), or an aspect of that phenomenon (e.g., meta-memory), and these terms are often used interchangeably in the literature. While there are some distinctions between definitions (see Van Zile-Tamsen, 1994, 1996 for a full discussion), all emphasize the role of executive processes in the overseeing and regulation of cognitive processes.

The term "Metacognition" is most often associated with John Flavell, (1979). According to Flavell (1979, 1987), Metacognition consists of both Metacognitive knowledge and Metacognitive experiences or regulation. Metacognitive knowledge refers to acquired knowledge about cognitive processes, knowledge that can be used to control cognitive processes. Flavell further divides Meta cognitive knowledge into three categories: knowledge of person variables, task variables and strategy variables.

Need for the study

Teacher education is going through an unprecedented period of change. Across the world, the number and quality of teachers are becoming a key policy concern. This phenomenon affects the richer industrialized nations and those in the process of developing stronger economic infrastructure. Ensuring adequate supply of higher quality teachers is therefore a challenge, as is the expanding task of providing coherent, career- long, professional development, opportunity for teachers. Any educational effort loses its vitality if it does not give adequate attention and importance to the teachers, one of the most important pillars of education. In this context the investigator made an attempt to find the existing level of Meta cognitive Awareness in Teaching and Metacognitive Teaching Competency of student teachers at secondary level and also to find out whether there exists any relationship between the two variables.

Background of the Study

Metacognitive skills and beliefs about learning have consequences for student's learning and performance. Teaching Metacognition- introducing these new skills and beliefs and giving students practice at applying them- improves student's learning (Lovett, 2008). Metacognition is a special type of knowledge and ability that develops with personal experience and with schooling. It is a recursive loop with cognitive development in that it produces and is a product of cognitive development (Paris and Wino grad, 1990). Metacognition plays an important role in communication, reading comprehension, language acquisition, problem solving and personality development (Flavell, 1979). Teacher competencies are outcome- based method for assessing teacher performance. They define key characteristics of successful teachers without prescribing any specific curriculum or instructional practices. Teaching competency refers to "the right way of conveying units of knowledge, application and skills to students."

Terms and Definitions

If we dismantle the above definition we may get the inter linkage of the components in different forms as:

- Thinking about Knowing
- Learning about thinking
- Control of learning
- Knowing about Knowing
- Thinking about Thinking

This complexity in the learning and teaching process can be structured in the structure of Meta cognition. The right way here includes knowledge of content, processes, methods and means of conveying content. Competent teachers would also create classroom conditions and climate which are conducive for student learning. Teachers having good Metacognitive teaching competency can help their students to develop Metacognitive ability in them.

Objectives of the study

- To find out significance difference between Meta cognitive Awareness in teaching among different sub groups
  - (a) Type of Management of the Institution (Government- Aided/ Unaided)
  - (b) Locale of Institution (Rural/ Urban)

(c) Educational Qualification (Graduate/ Post Graduate)

(d) Subject of Study (Social Science/Language)

- To find out significance difference between the sub groups in Meta cognitive Teaching Competency of prospective teachers based on
  - (a) Type of Management of the Institution (Government- Aided/ Unaided)
  - (b) Locale of Institution (Rural/ Urban)
  - (c) Educational Qualification (Graduate/ Post Graduate)
  - (d) Subject of Study (Social Science/Language)

Hypotheses of the study:

The hypothesesconsidered for this research are:

- There is no significance difference between Meta cognitive Awareness in teaching among different sub groups
- There is no significance difference between the sub groups in Meta cognitive Teaching Competency of prospective teachers

Methodology:

The researcher has used survey method to collect data to complete the present investigation.

Population for the study:

The population for the present study consists of prospective teachers in Madurai District representing Government- Aided/ Unaided, Rural/ Urban; Self finance schools were selected randomly.

Sample:

The data were collected from 500 prospective teachers based on type of management of the institution, locale of institution, educational qualification and subject of the teachers.

Sampling Technique:

The investigator has used random sampling technique.

Variables of the study:

In a research, variable is the conditions or characteristics the experimenter manipulates, controls or observes. The present study is survey in nature. The research variable is on Meta cognitive Awareness in Teaching and Teaching Competency: a Survey on prospective teachers based on in rural and urban areas and Government and self-finance school.

Tools used:

Awareness scale in teaching and also the existing level of Meta cognitive Teaching Competency using Meta cognitive Teaching Competency scale was prepared and validated by the investigator.

Analysis and Interpretation:

Difference between Meta cognitive Awareness in teaching among different sub groups

The Arithmetic Mean and Standard Deviation of sub samples based on type of institution, locale of institution, academic qualification of student teachers and subject of study of student teachers for scores on Meta cognitive Awareness in Teaching were found out and tested the significance of difference between mean scores for large independent sample using critical ratio.

Table 1

Difference between the sub groups in Meta cognitive Awareness of prospective teachers

Variables	Sub-Variables	N	M	SD	't' test
Type	Government Aided	100	131.13	27.77	0.98
	Un Aided	400	128.74	26.94	

Locality	Rural	250	129.16	27.64	0.63
	Urban	250	130.71	27.11	
Academic Qualification	Graduates	250	129.36	27.55	0.47
	Post Graduates	250	130.51	27.21	
Subject of Study	Social Science	250	128.27	26.89	1.36
	Language	250	131.60	27.78	

The arithmetic mean of all the sub samples revealed that the student teachers are having an average level of Metacognitive Awareness in Teaching. The critical ratio for Metacognitive Awareness in Teaching on the basis of type of management, locale, academic qualification and subject of study are 0.98, 0.63, 0.47 and 1.36 respectively. These values are less than the tabled value 1.96 at 0.05 level of significance. Thus there was no significant difference in the scores on Metacognitive Awareness in Teaching of student teachers in Government- aided and Unaided Teacher Education Colleges, Rural and Urban, student teachers with Graduate and Post graduate degree and for student teachers studying for Science and Language subjects at 0.05 level of significance.

Difference between the sub groups in Meta cognitive Teaching Competency of prospective teachers

The Arithmetic Mean and Standard Deviation of sub samples based on type of institution, locale of institution, academic qualification of student teachers and subject of study of student teachers for scores on Metacognitive Teaching Competency were found out and tested the significance of difference between mean scores for large independent sample using critical ratio.

Table 2

Difference between the sub groups in Metacognitive Teaching Competency of prospective teachers

Variables	Sub-Variables	N	M	SD	't' test
Type	Government Aided	100	133.28	21.08	1.34
	Un Aided	400	130.14	20.13	
Locality	Rural	250	129.76	19.31	0.86
	Urban	250	131.23	18.67	
Academic Qualification	Graduates	250	132.06	17.94	0.44
	Post Graduates	250	131.33	18.85	
Subject of Study	Social Science	250	133.18	21.85	1.92
	Language	250	129.52	20.91	

The arithmetic mean of all the sub samples revealed that the student teachers are having an average level of Metacognitive Teaching Competency. Locale, academic qualification and subject of study are 1.34, 0.86, 0.44 and 1.92 respectively. These values are less than the tabled value 1.96 at 0.05 level of significance. Thus there was no significant difference in the scores on Metacognitive Teaching Competency of student teachers in Government- aided and Unaided Teacher Education Colleges, Rural and Urban, student teachers with Graduate and Post graduate degree and for student teachers studying for Social science and Language subjects at 0.05 level of significance.

In Government Aided Student Teachers have lot of Meta Cognitive Skills, because most facilities are done in Government Aided compared to Un Aided Education Colleges.Social Science Students have lot of Meta Cognitive Skills, because they are reading and writing the Exam, they think and analyze whatever they given in the books.

Conclusion

The study revealed that the Metacognitive Awareness in Teaching of the student teachers is at an average level. There is no significant difference in the mean scores of Metacognitive Awareness in Teaching of the student teachers with respect to each sub sample. Also the Metacognitive Teaching Competency of the student teachers at secondary level is also at an average level and there is no significant difference in the mean scores of Metacognitive Teaching Competency of the student teachers

with respect to each sub sample. The coefficient of correlation between each category of the sub samples of the two variables revealed that there is a very high positive correlation between the Metacognitive Awareness in Teaching and Metacognitive Teaching Competency. Thus it can be interpreted that Metacognitive Awareness in Teaching can promote Teaching Competencies. Hence necessary steps must be taken for including Metacognition in teacher education curriculum and also for the provision of practicing Metacognitive skills. This in turn help teachers to create classroom conditions and climate which are conducive for student learning and for developing the teaching competencies such as content knowledge, instructional planning, student motivation, presentation and communication skills, evaluation competencies and classroom management skills. When the teacher acquires all these dimensions in a reasonable extent, it is the manifestation of these in an integrated manner that makes him effective in the classroom climate.

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A STUDY ON CRITICAL THINKING AND ACADEMIC ACHIEVEMENT AMONG IX STANDARD PUPILS IN CHENNAI DISTRICT

Mrs.A.MaryJancy

Abstract

A fit mind can successfully engage in the designing, fashioning, formulating, originating or producing of intellectual products worthy of its challenging ends. To achieve this fitness the mind must learn to take charge of itself, to energize itself, press forward when difficulties emerge, proceed slowly and methodically when meticulousness is necessary, immerse itself in a task, become attentive, reflective and engrossed, circle back on a track of thought, recheck to ensure that it has been thorough, accurate, exact and deep enough. Most people think that genius is the primary determinant of intellectual achievement. Yet the all-time greatest thinkers had in common, not inexplicable genius, but a questioning mind. Their intellectual skills and inquisitive drive embodied the essence of critical thinking. Through skilled deep and persistent questioning they redesigned our view of the physical world and the universe. Design: Descriptive, Method : Normative ,Technique : Survey: Sample : A random sample of 250 IX standard Pupils from Chennai district with due representation to the select population variables, viz. Sex, Reading Science Fictions, Library Visit, and Food Habit. The relationship between Critical Thinking and Academic Achievement is positively among IX standard pupils in Chennai district. The Critical Thinking among IX standard pupils in Chennai district is well above the average level. Critical Thinking among IX standard pupils in Chennai district is dependent upon- Reading Science Fictions; Library Visits; and Food Habit. Critical Thinking among IX standard pupils in Chennai district is independent upon Sex only. The Academic Achievement is above the average level. Academic Achievement among IX standard pupils in Chennai district is dependent upon- Reading Science Fictions; and Library Visits. Academic Achievement among IX standard pupils in Chennai district is independent upon- Sex; and Food Habit.

Key words: Critical thinking, Academic Achievement

Introduction

Critical thinking revealed a general lack of consensus on how critical thinking is best defined, what critical thinking skills can and how it should be taught and on determining the most appropriate framework for teaching. As a whole, educational reforms have not even agreed on terminology. While some scholars use 'critical thinking" and "higher order thinking" interchangeably (Halpern, 1993), others make a sharp distinction (Facione, 1990). The relationship among "critical thinking" and "higher order thinking", "thinking skills" and other terms such as "informal logic", "reflective reasoning", "problem solving", "argumentation", "critical reflection', "reflective judgment' and "metacognition" have further complicated the issue. Other areas of disagreement and concern include the extent to which critical thinking is subject specific, differences between expert and novice thinking in a discipline and the extent to which novices can learn to think more like experts, difficulties in separating higher order and lower order thinking skills for instructional purposes and whether critical thinking should be considered a process or a set of skills (Beyer, 1985). The urgent need in education is with the view to prepare the pupils to enter into the career with proper understanding and also physically, socially and emotionally equipped. Critical thinking is more essential for students. Critical thinking should increase capacities for independent judgment as well as achievement. Though critical thinking is a matter of concern among ninth students pupils' achievement. Hence need for the present study.

Review of Related Studies

Chennabathni, Revathi (2007) conducted a case-study of a creative teacher. Alice, a secondary teacher from Quebec, Canada is the focal point of this qualitative case study research. Investigator employed intended five one-to-one interview with the subject. Interview with June (mentor-colleague) and Jane (department head); two classroom observations and artifacts of student's work were additional data sources. Researcher study reported that Alice's Philosophy of grounding education in the community determines who she is, and encompasses her creative process which begins with recycling of community resources and giving back to the community through the creative products developed by her students. Her values guide her practice and teaching decisions. This case study of creative teaching presents an inspirational model for individual in the teaching profession.

Ingle, Cynthia Ohler (2007) studied predictors of critical thinking ability among college students with an objective to address a deficit in the literature. Participants consisted of 296 community college and university students. A total of 283 test packages were employed for data collection. The assessment instruments that were administered included the Demographic questionnaire, the California Critical Thinking Skills tests, the Ennis- Weir Critical thinking Essay and the motivated 47 strategies for learning Questionnaire. Hierarchical multiple regression was run to explore whether meta cognitive self-regulation, elaboration, application, organization, peer learning, help seeking, type of collegiate institution, age and sex of participant predicted critical thinking ability as a group and individually. The results of the study support and contradict; and extend previous research by illustrating the need for additional empirical exploration. The current study adds to the understanding of critical thinking by contributing to the limited empirical evidence suggesting a link between meta cognitive self-regulation, elaboration and critical thinking proficiency. A number of practical implications were suggested for educators by the investigator.

Robert John Bertrand (2006) conducted a meta analytic review of researches on creativity training programmes conducted by various researchers in order to evaluate their efficacy and the impact of specific programme features on creative ability. The meta-analysis results suggested that creative ability can moderately be enhanced by training. Significant improvement of verbal creativity rather than figural creativity was observed by the researcher. It is also reported that neither the frequency nor the length of training appeared to influence creativity although groups of 30 or less had significant greater gains than larger groups.

Virgolim, Angela M. Rodrigues (2006) studied relationship between intelligence and creativity test scores of identified gifted and talented students attending an enrichment programme in the Federal district, Brazil and determined how students and their resource room teachers perceived intelligence and creativity. An expost facto design was used to investigate the correlation between intelligence and creativity test scores of 100 identified gifted and talented students ages 9-17, and 15 teachers in grade 4 through 8 of an enrichment programme for gifted students in Federal district. A Pearson product moment correlation was consulted to determine 48 the magnitude and the degree of relationship between students scores on Reven's progressive matrices and the Urban and Jellen's test for Creative thinking - drawing production. Qualitative and quantitative methods were used to address students' and teachers' perceptions of creativity and intelligence. Multiple case studies were used to gather data from students and their teachers; information on students' ability, interests, learning styles, self concept and behavioral characteristics were coded and categorized for patterns and themes. The results of the correlation analysis indicated a significant relationship between intelligence test scores and creativity test scores. (r=.21, Effect size=.04). Students and teachers perceived creative and intellectual ability favorably. Teachers and students defined intelligence as reasoning and knowledge, teachers also acknowledged creative thought. Both teachers and students perceived creativity as divergent thinking ability and recognized the role of knowledge in problem solving. Students and teachers considered creative intelligence and giftedness as related constructs.

SaadiaTayyaba, (2012) address the potential differences in achievement of rural and urban students and how schooling, students and teacher-related factors account for gap in achievement. The primary data source for the study was the 2006 national assessment survey of year four students in government school across four provinces in four core subjects. The sample design included a two-stage stratified random sample, where the major strata of national interest were student and school gender, geographical location and region. First stage involved selecting schools and in the second stage students were selected from schools. The procedure of estimation involved computing the average of each group's achievement scores and attached standard errors, the gap of standard errors and statistical significance of standard errors at 0.05 level. The results show that rural and urban students had comparable levels of achievement in some of the tested learning areas. In Balochistan province, rural students outperformed their urban counterparts in three out of the four tested subjects. In Punjab and Sindh, urban students performed significantly better in social studies and language tests; scores on social studies and language did not differ significantly across location in the North West. The differences appeared to be partly explained by variation in schooling conditions, students' home background, and teachers' characteristics. Teachers' training turned out to be decisive in determining students' achievement, whereas availability of resources and multi-grade teaching was less important.

SiddiRaju,S. (2013) investigated the relationship between gender and locality on academic achievement of secondary school students. A sample of 120 boys and girls was collected from rural and urban schools in Putturmandal, Chittoordist, A.p. The collected data was statistically analyzed; for this purpose _t' test was calculated. Based on the findings of the study revealed that gender and locality has significant influence on academic achievement of 7th class students in social studies.

The investigator has reviewed 6 studies. All these reviews most of the reviews are about creative thinking and academic achievement on various stages like Colleges, Gifted schools, higher secondary and professional colleges. Here the present study differs from the above studies in terms of area, population and sample. It is clear from the review of related literature that to the best of the knowledge of the investigator, none has conducted a study on a study on critical thinking and academic achievement among IX standard pupils in Chennai district. Hence the investigator has chosen the topic.

Terms and Definitions

Critical Thinking -refers to a complete mental process such as attention, categorization, selection, and judgment.

Academic Achievement – refers to the score obtained by the IX standard pupils in the half-yearly examinations.

IX Standard Pupils- refer to those who are studying in IX standard under Tamil Nadu State Board syllabus in Chennai District.

Variables of the Study

Dependent Variables

(i). Critical Thinking

(ii). Academic Achievement

Independent Variables

1. Sex	: Male / Female
2. Reading Science Fictions	: Yes / No
3. Library Visit	: Frequently / Rarely
4. Food Habit	: Vegetarian / Non-vegetarian

Objectives of the Study

1. To find out the relationship between Critical Thinking and Academic Achievement among IX standard Pupils in terms of the select population variables.

2. To measure and find out whether there is a significant difference in Academic Achievement among IX standard Pupils in terms of the select population variables.
3. To measure and find out whether there is a significant difference in Critical Thinking among IX standard Pupils in terms of the select population variables.

Hypotheses of the Study

1. Each of the population variables exerts a significant influence on IX standard Pupils' in Critical Thinking Ability.
2. Each of the population variables exerts a significant influence on IX standard Pupils' in Achievement.

Methodology in Brief

Design: Descriptive, **Method** : Normative ,**Technique** : Survey

Sample : A random sample of 250 IX standard Pupils from Chennai district with due representation to the select population variables, viz. Sex, Reading Science Fictions, Library Visit, and Food Habit.

Tools Used

1. General Information Sheet structured by the Investigator.
2. Critical Thinking Scale developed by Ramakrishnan, G, (2013).

Statistical Treatments

1. Test of significance of Pearson's product moment correlation (r).
2. 't' test for significance of difference between the means of large independent samples.

Results and Discussions

Correlation between Critical Thinking Ability and Achievement

The 'r' between Critical Thinking and Academic Achievement is found to be 0.846. This is found to be higher than that of the table value at 0.05 level is 0.124. Hence there is positively relationship between Critical Thinking and Academic Achievement.

Critical Thinking among IX Standard Pupils

The **empirical average** of Critical Thinking among IX standard Pupils in Chennai district is found to be 70.41 , while the **theoretical average** is 50 only. This shows that Critical Thinking ability among IX standard Pupils in Chennai district is found to be well above the average level.

Table 1

Results of test of significance of difference between the mean scores of Critical Thinking among IX standard Pupils in Chennai District: Independent Variables – Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Sex	Male	86	69.00	11.20	-1.357	Not Significant
		Female	164	71.09	10.72		
2.	Reading Science Fictions	Yes	162	72.19	10.38	3.826	**Significant**
		No	88	66.27	11.02		
3.	Library Visit	Frequently	187	71.73	10.64	3.381	**Significant**
		Occasionally	63	66.15	10.73		
4.	Food Habit	Vegetarian	72	64.02	9.74	-5.270	**Significant**
		Non-vegetarian	178	72.26	10.53		

Critical Thinking and Sex

The calculated 't' value (-1.357) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference** in Critical Thinking between male and female IX standard pupils in Chennai district.

Critical Thinking and Reading Science Fictions

The calculated 't' value (3.826) is greater **than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Critical Thinking between pupils reading science fictions and not reading science fictions in IX standard pupils in Chennai district.

Critical Thinking and Library Visit

The calculated't' value (3.381) is greater **than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Critical Thinking between pupils visiting library frequently and occasionally of IX standard pupils in Chennai district.

Critical Thinking and Food Habit

The calculated't' value (-5.270) is greater **than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Critical Thinking between vegetarian and non-vegetarian IX standard pupils in Chennai district.

Academic Achievement among Secondary School Pupils in Madurai District

The **empirical average** of Academic Achievement among IX standard pupils in Chennai district is found to be 58.77, while the **theoretical average** is 50 only. This shows that Academic Achievement among IX standard pupils in Chennai district is found to be just the average level.

Table 2

Results of test of significance of difference between the mean scores of Achievement among IX standard pupils in Chennai District: Independent Variables – Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Sex	Male	86	58.12	7.67	-0.199	Not Significant
		Female	164	58.33	7.17		
2.	Reading Science Fictions	Yes	162	57.08	8.06	-4.869	Significant
		No	88	60.99	4.12		
3.	Library Visit	Frequently	187	57.68	7.55	-2.420	Significant
		Occasionally	63	60.13	6.21		
4.	Food Habit	Vegetarian	72	59.58	5.52	1.773	Not Significant
		Non-vegetarian	178	57.88	7.73		

Academic Achievement and Sex

The calculated't' value (-0.199) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference** in Academic Achievement between male and female IX standard pupils in Chennai district.

Academic Achievement and Reading Science Fictions

The calculated't' value (-4.869) is greater **than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Academic Achievement between pupils reading science fictions and not reading science fictions in IX standard pupils in Chennai district.

Academic Achievement and Library Visit

The calculated 't' value (-2.420) is greater **than** the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Academic Achievement between pupils visiting library frequently and occasionally of IX standard pupils in Chennai district.

Academic Achievement and Food Habit

The calculated't' value (1.773) is lesser **than** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference** in Academic Achievement between vegetarian and non-vegetarian IX standard pupils in Chennai district.

Hypothesis Verification

Hypothesis I

Out of the four independent variables involved in the study, three variables viz. Reading science fiction, Library visit and Food habit exerts a significant influence on critical thinking among IX standard pupils. Hence the **hypothesis I** is maximally accepted.

Hypothesis II

Out of the four independent variables involved in the study, two variables viz. Reading science fiction, and Library visit exerts a significant influence on academic achievement among IX standard pupils. Hence the **hypothesis II** is partially accepted.

Conclusions

The major conclusions emerged out of the study are presented below:

1. The relationship between Critical Thinking and Academic Achievement is positively among IX standard pupils in Chennai district.
2. The Critical Thinking among IX standard pupils in Chennai district is well above the average level.
3. Critical Thinking among IX standard pupils in Chennai district is dependent upon- Reading Science Fictions; Library Visits; and Food Habit.
4. Critical Thinking among IX standard pupils in Chennai district is independent upon Sex only.
5. The Academic Achievement is above the average level.
6. Academic Achievement among IX standard pupils in Chennai district is dependent upon- Reading Science Fictions; and Library Visits.
7. Academic Achievement among IX standard pupils in Chennai district is independent upon- Sex; and Food Habit.

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SELF EVALUATION OF STUDENT TEACHERS IN TEACHING LESSONS

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Abstract

Pre-Service teacher education is a very crucial component of teacher education as it prepares the future teachers. Pre-service teacher education has two aspects- theoretical studies and practical activities. The theoretical components help the student teachers to equip themselves with the knowledge of various dimensions of teacher education and the practical components help them acquire the essential teaching skills. The objective of the study is to identify effectiveness of student teaching in terms of self evaluation. Survey method was used. A self evaluation tool constructed by the investigators was used to collect the data. 200 student teachers of TVS Teacher Training Academy, Madurai and Peniel Rural College of Education, Vemparali were taken as the sample. The findings showed that there is significant difference in self evaluation of student teachers in terms of locality of the college.

Key words: *College of Education, Self Evaluation, Student Teaching.*

Introduction

Pre-Service teacher education is a very crucial component of teacher education as it prepares the future teachers. Pre-service teacher education has two aspects- theoretical studies and practical activities. The theoretical components help the student teachers to equip themselves with the knowledge of various dimensions of teacher education and the practical components help them acquire the essential teaching skills.

Practical's in teacher education are generally of three categories- practical's on theory subjects, practical's on work experience and community development and practical's on school work. The last category of practical work is known as student teaching, practical teaching, internship etc. The practical work plays a vital role in developing the teacher effectiveness.

Need for the study

The component of teacher education which enjoys more support from the education community and which is evaluated so positively by prospective teachers is student teaching. It provides a gradual, controlled entrance into classroom teaching. It gives answers to the questions, "Can I teach?" and "Do I like to teach?". After a period of observation and participation, the prospective teacher takes over teaching duties for a period of 40 working days. The regular teacher acts as a guide prescribing the roles and responsibilities of the student teacher .The Guide teacher spends a good deal of time with the student teacher answering questions, suggesting approaches he might try, and generally helping him get acclimated to his new role.

Here, the present study is intended to evaluate the effectiveness of student teaching. For this, self evaluation of teaching is to be carried out by the student teachers.

Objectives of the study

The objectives of the study are

1. To find the level of self evaluation of student teachers
2. To find the level of self evaluation with reference to gender, marital status and locality of the college.
3. To find out whether there is a significant difference in self-evaluation of student teachers in terms of gender, marital status and locality of the college.

Hypotheses

1. The level of self-evaluation of student teachers is moderate.
2. The level of self-evaluation of student teachers with reference to gender, marital status and locality of the college is moderate.
3. There is no significant difference in self evaluation of student teachers in terms of gender, marital status and locality of the college.

Methodology

Survey method was followed

Population of the study

Student teachers studying B.Ed. course in colleges of Education affiliated to Tamilnadu Teachers Education University were considered as the population for the present study.

Sampling Technique of the study

Cluster sampling technique was used.

Sample of the study

200 student teachers of TVS Teacher Training Academy, Madurai and Peniel Rural College of Education, Vemparali were taken as the sample.

Tool used

A self evaluation tool constructed by the investigators was used to collect the data.

Data Collection

The 'Self Evaluation of Lessons' check list was given to the sampling unit after completing his/her lesson and asked to attend the checklist. This data was used for statistical analysis to evaluate the teaching efficiency of prospective teachers.

Statistics used

Percentage analysis and t-test was only used to analyze the data.

Data analysis

The results of the analyses are presented in the following tables.

Table 1

The level of self evaluation of student teachers

Low		Moderate		High	
Count	**%**	**Count**	**%**	**Count**	**%**
46	23.0%	110	55.0%	44	22.0%

From the table 1, it is clear that the level of self evaluation of student teachers is moderate (55%).

Table 2

The level of self evaluation of student teachers with reference to background variables

Variables		Overall Self Evaluation					
		Low		Moderate		High	
		Count	%	Count	%	Count	%
Gender	Male	11	26.8%	20	48.8%	10	24.4%
	Female	35	22.0%	90	56.6%	34	21.4%
Marital Status	Married	6	17.1%	24	68.6%	5	14.3%
	Unmarried	40	24.2%	86	52.1%	39	23.6%
Locality of the College	Rural	19	19.0%	53	53.0%	28	28.0%
	Urban	27	27.0%	57	57.0%	16	16.0%

From table 2, it is clear that the self evaluation of student teachers with reference to background variables is moderate.

Table 3

Significant difference in self evaluation of student teachers between background variables in terms of gender, marital status and locality of the college

Variables		N	Mean	S.D	't' value	Remarks
Gender	Male	41	20.32	3.517	0.45	NS
	Female	159	20.58	3.258		
Marital status	Married	35	20.20	3.027	0.65	NS
	Unmarried	165	20.59	3.366		
Locality of the college	Rural	100	20.92	3.326	1.97	S
	Urban	100	20.13	3.3253		

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

From table 3, it is found that there is no significant difference in self evaluation of student teachers in terms of gender and marital status whereas there is significant difference in self evaluation of student teachers in terms of locality of the college.

From the mean value, it is found that rural college student teachers are better (M=20.92) in self-evaluation of lessons than urban college student teachers. (M=20.13).

Findings

1. The level of self-evaluation of student teachers is moderate.
2. The level of self-evaluation of student teachers with reference to gender, marital status and locality of the college is moderate.
3. There is no significant difference in self-evaluation of student teachers in terms of gender and marital status.
4. There is significant difference in self-evaluation of student teachers in terms of locality of the college favoring rural college student teachers.

Discussion

It is found from the study that 55% of student teachers are moderate in their level of self-evaluation of lessons. This may be due to the fact that student teachers should involve themselves in the practical activities little more and deliver the lessons better than what they are doing at present.

From the study, it is also found that rural student teachers are better in self-evaluation of lessons than urban college student teachers. This may be due to the fact that rural student teachers because of their socioeconomic status and want of job concentrate more and urban student teachers are easily distracted.

Recommendations

- All colleges of education should ask the student teachers to self-evaluate their lessons in teaching to identify their own strength and weakness.
- Urban colleges of education should insist student teachers to take more number of model classes and perform self-evaluation
- This self-evaluation of student teachers will also help the teacher educators to correct the student's shortcomings.

Conclusion

This study has thrown some light on the self-evaluation in student teaching, identified their weak areas and the measures to rectify it. This is high time that student teachers are given helping hands from college of education so as they transform into a complete teacher.

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ACADEMIC VALUES AMONG UNDERGRADUATE ARTS AND SCIENCE COLLEGE STUDENTS IN MADURAI DISTRICT

K.Ramachandran

Abstract

Values guide our behaviors; It as part of our identity, at home, at work, or any other area of our life. They show us how to behave and how not to behave when we are faced with desires or impulses, whether we're alone or with others. They are like a compass that helps us behave consistently, regardless of the situation. Thus, values are the foundation of our behaviors, and make us feel well about our own decisions. When we act by our values, we are not concerned by what others will say. We act according to our convictions, regardless of whether others are observing us or not. When we truly believe that a set of behaviors constitute an essential cornerstone to life, we act accordingly, and don't care what others say about it.

Design: Descriptive, Method:*Normative, Technique: Survey*

Sample: *A random sample of 300 undergraduate arts and science college from Madurai district with due representation to the select population variables, viz. Gender, Course of study, Residence, Nativity and Father's occupation.*

- *Academic values among undergraduate arts and science college students from Madurai district is above the average level.*
- *Academic values among undergraduate arts and science college students from Madurai district dependent upon Course of study only.*
- *Academic values among undergraduate arts and science college students from Madurai district dependent upon – Gender; Residence; Nativity; and Father's occupation. Course of study only.*

Keyword: Academic values

Introduction

The Importance of Values is the code we live by in a civil and just society. They are what we use to guide our interactions with others, with our friends and family, in our businesses and professional behaviour. Our values is a reflection of our spirituality; our character. Education plays an important role in shaping our value pattern and moral character. This is true not only for a particular group of people in our society but also to the students. In this contemporary world are innumerable kinds of living beings. Among these living beings, human being is portrayed at the highest order. Hence, a human being is expected to be consistent in thoughts, words and deeds, since no other being is endowed with potential and capacity required for various kinds of thinking like Critical, Creative, Artistic and Scientific as well as reasoning powers that of deductive and inductive on a par with human beings. Further, the phenomenon, 'Supermind' is found uniquely among human beings only. That is the reason behind the expectation of cherishment of virtues and values by human beings. There cannot be two opinions as regards the advancement of Science and Technology in the contemporary society, but along with that also exist a number of social evils and pathologies, cautioning us to reflect over the non-cherishment of virtues and values by most of us. It is in this, context that the fostering of virtues and values among the society cannot be overemphasized. The prerequisite for the accomplishment of the same is the nourishment of Academic Values, which could serve as an efficient means towards the possession of virtues and values. In the contemporary conflict-ridden society, the importance of possession of academic values among the undergraduate arts and science college students in particular cannot be overstated. Hence the need present study.

Review of Related Studies

Pozzebm (2006) investigated the importance of personality traits and personalvalues in the rediction of behaviour. The study found that the personality factor Honesty-Humility was strongly correlated with values. In the prediction of behavior bothpersonality and values were able to account for significant and similar kind of variance.

Bajwa (2007) reported that teachers who are in possession ofaesthetic, social, democratic, knowledge and health values have sound mental healthwhereas those equipped with high economic, power and family prestige values have poormental health. Thus right pattern of Teacher's Personal Values helped them to improvetheir mental health.

Sandhya (2007) undertook a study on extent of Value Attainment among studentteacher and reported that student teachers gave highest priority to aesthetic values,whereas second priority was given to theoretical value while political and economic valueswere least preferred.

On the other hand, Srihari (2007) undertook an in-depth study to identify the levelof values possessed by the prospective teachers. A standardized research tool developedby Shamim Karim called 'Teachers Value Inventory' was used to collect data. Theinvestigator used arithmetic mean, standard deviation and t-value for analysis of data andreported that teachers possess high level of values. Moreover, there was no significantdifference in possession of values between science and arts, male and female prospectiveteachers.

Prasad (2008) made an attempt to examine thevalue preferences and value system among M.Ed. students. The study revealed that M.Ed.students had given highest preference to the value of 'a world at peace' followed byequality and wisdom among the set of terminal values. Ambition was the most preferredinstrumental value among M.Ed. students.

The investigator has reviewed four studies. All these reviews most of the reviews are about values on various stages. Here the present study differs from the above studies in terms of area, population and sample. It is clear from the review of related literature that to the best of the knowledge of the investigator, none has conducted a study on a study on academic values among undergraduate arts and science college students in Madurai district. Hence the investigator has chosen the topic.

Terms and Definitions

Academic values - refers to the learners' perceive Knowledge; Thinking; Teaching; Learning

Undergraduate Arts and Science students – refers to the face-to-face learners of three year courses after getting a plus two in Madurai district.

Variables of the Study

Dependent Variables

Academic Values

Independent Variables

1. Gender	: Male / Female
2. Course of study	: Arts / Science
3. Residence	: Hosteller / Dayscholar
4. Nativity	: Urban / Rural
5. Father's occupation	: Government / Others

Objectives of the Study

1. To measure the Academic values among undergraduate arts and science college students in Madurai district.
2. To find out whether there is significant difference in Academic values among undergraduate arts and science college students in Madurai district in terms of select independent variables.

Hypothesis of the Study

Each of the population variable involved in this study exerts a significant influence on Academic values among undergraduate arts and science college students in Madurai district.

Methodology in Brief

Design: Descriptive, **Method** : Normative ,**Technique** : Survey

Sample : A random sample of 300undergraduate arts and science college from Madurai district with due representation to the select population variables, viz. Gender, Course of study, Residence, Nativity and Father's occupation.

Tools Used

- General Information Sheet structured by the Investigator.
- Academic Values Inventory constructed and standardized by Krishnan, K.(2010).

Statistical Treatments

't' test for significance of difference between the means of large independent samples.

Results and Discussions

Academic Values among Arts and Science College Students

The **empirical average** of undergraduate arts and Science College from Madurai district is found to be17.75, while the **theoretical average** is 15 only. This shows that undergraduate arts and science college from Madurai district is found to be above the average level.

Table 1

Results of test of significance of difference between the mean scores of undergraduate arts and Science Collegestudents from Madurai district: Independent Variables – Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	188	17.31	8.44	-1.372	Not Significant
		Female	112	18.25	9.67		
2.	Course of study	Arts	127	19.17	8.32	3.019	**Significant**
		Science	173	22.43	10.39		
3.	Residence	Hosteller	186	17.69	8.98	0.880	Not Significant
		Day scholar	114	16.77	8.67		
4.	Nativity	Urban	122	18.83	8.02	-1-077	Not Significant
		Rural	178	17.67	8.68		
5.	Father's occupation	Government	47	18.19	8.02	0.393	Not Significant
		Private	153	17.67	9.88		

Academic Values and Gender

The calculated't' value (-1.372) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference**between male and female among undergraduate arts and science college students from Madurai district in terms of in academic values.

Academic Values and Course of Study

The calculated't' value (3.019) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **asignificant difference**between arts course and science course among undergraduate arts and science college students from Madurai district in terms of in academic values. It is also finding that arts students possess higher academic values than science students.

Academic Values and Residence

The calculated't' value (0.880) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference**between hostel and dayscholar students among undergraduate arts and science college students from Madurai district in terms of in academic values.

Academic Values and Nativity

The calculated't' value (-1.077) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference**between urban and rural students among undergraduate arts and science college students from Madurai district in terms of in academic values.

Academic Values and Father's Occupation

The calculated't' value (0.393) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference**between government and others of father's occupation students among undergraduate arts and science college students from Madurai district in terms of in academic values.

Hypotheses Verification

Out of the five independent variables involved in the study, only one variable viz. Course of study exerts a significant influence on academic values among undergraduate arts and science college students. Hence the hypothesisis very minimally accepted.

Conclusions

The major conclusions emerged out of the study are presented below:

- Academic values among undergraduate arts and science college students from Madurai district is above the average level.
- Academic values among undergraduate arts and science college students from Madurai district dependent upon Course of study only.
- Academic values among undergraduate arts and science college students from Madurai district dependent upon – Gender; Residence; Nativity ; and Father's occupation. Course of study only.

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"EFFECT OF COMPUTER ASSISTED INSTRUCTION ON LEARNING THIRUKKURAL AMONG CHILDREN WITH HEARING IMPAIRMENT"

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Abstract

Teachers use spoke and written communication to instruct their students, as do present at home with their kids. Children with hearing impairments have difficulty with both types of communication so struggle to keep up with classes even with accommodation. As computer assisted instruction become more powerful and more prevalent, deaf children are getting access to tools that help their educations by meeting their specific communication needs. The current research aims to study the Effect of computer assisted instruction on learning Thirukkural among children with hearing impairment. The objective of the study is to determine the effectiveness of computer assisted instruction on understanding the meaning of Thirukkural among children with hearing impairment. The investigator selected experimental design that is single group pre and post test design which is characterized under informal experimental design. The finding of the study shows that the computer assisted instructions has significant effect on learning Thirukkural among CWHI.

Introduction

Education access and achievement for the deaf and hard of hearing is gaining attention as more students attend neighborhood schools, and educators are becoming more familiar with options and opportunities to improve instructional delivery. Computer assisted instructional materials and environments can provide multiple representations of concepts that are more meaningful to students who are deaf or hard of hearing.

Teachers are better able to track their students' strengths and weaknesses through computer-assisted learning. Computer programs can enhance the lessons and allow teachers to pick different levels of a program or different programs altogether for students who may be behind or students who are advanced. When students are learning and actively involved with learning, teachers will have less behavior problems in the classroom which in turn sets up a cycle for more learning to take place. Computer-assisted learning benefits teachers by allowing them to work with small groups of children on a particular skill while the other students in the class are working on their computer program. The nature of the program allows the students to work independently; minimizing distraction to the teacher while she works with the other students.

The learning of Thirukkural may be affected in the different ways among students with hearing impairment. Students who have been deaf in early childhood are very different to students who have lost hearing later in life in terms of educational disadvantage. For example, their range of vocabulary may be limited which in turn may affect their reading ability. Deaf and hearing impaired students tend to be visual learners – and this is difficult in an environment where much essential information is delivered exclusively by word of mouth. (Oyewumi, 2008). The impact of hearing impairment is clear in respect of time. Students who need information transcribed from tape must sometimes wait for a significant period of time for this to happen. This means that they may fall behind other students in the class, confidence and self-esteem may suffer as a result. Students with hearing impairment may appear isolated in the learning environment. The possibility for social contacts and for interaction with other students is often limited, and this isolation or separateness may have an impact on learning.

Participation and interaction in tutorials may be limited. Students who cannot hear the flow and nuances of rapid verbal exchange will be at a disadvantage. Students with hearing impairment coming straight from the school system will have been used to a structured, controlled, supportive environment, and may feel uncomfortable taking some of the learning risks associated with the relatively unstructured and unsupportive environment of university. Anxiety about performing in front of others may affect participation in tutorials, particularly for students who have associated speech impairment.

Statement of the Problem

The problem for investigation is entitled as, "Effect of computer assisted instruction on learning Thirukkural among children with hearing impairment"

Operational definitions of the study

Computer-assisted instruction (CAI): Computer-assisted instruction (CAI) is a narrower term and most often refers to drill and practice, tutorial, or simulation activities offered either by themselves or as supplements to traditional, teacher directed instruction.

In this study CAI means 2D animation which is the beginning level of the graphics and has limited animations.

*Thirukkural:*Thirukural is the oldest Tamil literature and it helps as a guide for our daily life. Thirukural was originally written in Tamil language by Thiruvalluvar, a Tamil poet. Thirukural consists of 1330 couplets which is comprised of 133 chapters as each of 10 couplets.

In this study, Thirukkural means 6 Thirukkural from the chapter Vansirappu.*Children with Hearing Impairment:* In this study Hearing Impairment means impairment in hearing, which adversely affects a child's educational performance. In the present study includes children which are having severe and profound condition of hearing impairment.

Significance of the study

Hearing impaired students enjoy learning through computers. Thirukkural help and encourage most of the hearing impaired students to sustain their in work. They provide new environments for systematic study, competition with other students, better motivation, better classroom climate etc. Making use of computers the principle of play-way can be introduced in teaching.

Through computer assisted instruction the pasteurization of different language items like word meanings, synonyms, antonyms etc are possible. They help the hearing impaired children to learn effectively and meaningfully. The investigator feels that the use of computer assisted instruction in the teaching of Thirukkural would improve the basic skill in language education. It should also provide variety to classroom experience.

Objectives of the study

To determine the effectiveness of computer assisted instruction on understanding the meaning of Thirukkural among children with hearing impairment.

Hypothesis of the study

- There will be no significant effect of computer assisted instruction for learning Thirukkural among children with hearing impairment.
- There will be no significant effect of computer assisted instruction for learning Thirukkural among boys and girls with hearing impairment.
- There will be no significant effect of computer assisted instruction for learning Thirukkural among 6^{th} and 7^{th} class children with hearing impairment.

Methodology

Research design

Here in this study the investigator selected experimental design that is single group pre and post test design which is characterized under informal experimental design.

Sampling procedure

Purposive sampling has been employed for the selection of the samples for the present study.The samples for the current study are selected from a special school for Children with Hearing Impairment, Coimbatore.

Research tool

The following tools were developed to study the effect of computer assisted instruction on learning Thirukkural among children with hearing impairment.

Tool- 1: Teacher made questionnaire: The investigator has been developed a questionnaire for measuring the learning outcome of Thirukkural. The questionnaire includes both objective and descriptive type questions.

*Tool 2: Instructional tool:*The investigator was prepared computer based instructional package in the theme of Thirukkural. The investigator selected 6 Thirukkurals from text-book named as Vansirappu and it was converted in to animated form for better understanding of Thirukkural among children with hearing impairment. Using the movie maker technology the frames were prepared.

Scheme ofanalysis

In the present study the data collected using through quantitative method. In quantitative analysis, statistical methods such as The Wilcoxon Sign Ranked test (paired sample test), the Mann Whitney U test (independent sample test), mean and standard deviation was applied to analyze the data.

Analysis of Data

*Null Hypothesis 1:*There will be no significant effect of computer assisted instruction for learning Thirukkural among children with hearing impairment.

Table 1

Mean, Standard Deviation & 'Z'-values of Pre Test and Post Test Scores on learning Thirukkural

	N	Mean	Std. Deviation	*'Z'-value*	Asymptotic. Significance. (2-tailed)	Level of Significance
Pre test	10	9.00	3.496	2.810	.005	S
Post test	10	39.30	4.596			

Table 1 show that, the mean value of pretest (9.00) which is lesser than the posttest mean value (39.30). Standard deviation of pretest score (3.496) which is lesser than standard deviation of post test score (4.596).

For testing the hypothesis, the Wilcoxon Signed Rank Test was used to find out the relationship between pretest and posttest. The Wilcoxon value (z-value) is 2.810 and the obtained significance level of Z – value is .005. Since the obtained significance level of Z-value (.005) which is lesser than the significance level of 0.05. It is inferred that there is an observed significant differences between pre and post test scores of learning Thirukkural among CWHI. Hence the Null hypothesis is rejected and the alternative hypothesis is accepted.

Null Hypothesis 2: There will be no significant effect of computer assisted instruction for learning Thirukkural among boys and girls with hearing impairment.

Table 2

Mean, Standard Deviation & 'U'-values of Boys and GirlsStudents on learning Thirukkural

Gender	N	Mean	Std. Deviation	U-value	Asymptotic. Significance. (2-tailed)	Level of Significance
Male	4	38.75	2.872	11.000	0.829.	N.S
Female	6	39.67	5.715			

Table 2 shows that, the mean value of Boys (38.75) which is lesser than the mean value of Girls (39.67). Standard deviation score of boys is 2.872and the standard deviation score of girls is 5.715.

For testing the hypothesis, the Mann Whitney U test was used to find out the differences between Boys and Girls with hearing impairment. The Mann Whitney U test value (U-value) is 11.000 and the obtained significance level of U – value is 0.829. Since the obtained significance level of U-value (0.829) which is greater than the significance level of 0.05. It is inferred that there is no obtained significant differences on learning Thirukkural between Boys and Girls with hearing impairment. Hence the Null hypothesis is accepted.

Null Hypothesis 3: There will be no significant effect of computer assisted instruction for learning Thirukkural among 6^{th} and 7^{th} class children with hearing impairment.

Table 3

Mean, Standard Deviation & 'U'-values of 6^{th} class and 7^{th} class children on learning Thirukkural

Class	N	Mean	Std. Deviation	U-value	Asymptotic. Significance. (2-tailed)	Level of Significance
6^{th} Class	5	39.40	4.722	12.500	1.000	N.S
7^{th} Class	5	39.20	5.020			

Table 3 show that, the mean value of 7^{th} Class children (39.20) which is lesser than the mean value of 6^{th} Class children (39.40). Standard deviation score of 6^{th} Class children is 4.722 and the standard deviation score of 7^{th} Class children is 5.020.

For testing the hypothesis, the Mann Whitney U test was used to find out the differences between 6^{th} class and 7^{th} class children with hearing impairment. The Mann Whitney U test value (U-value) is 12.500 and the obtained significance level of U – value is 1.000. Since the obtained significance level of U-value (1.000) which is greater than the significance level of 0.05. It is inferred that there is no obtained significant differences on learning Thirukkural between 6^{th} class and 7^{th} class children with hearing impairment. Hence the Null hypothesis is accepted.

Results & Discussions

The quantitative analysis of the data reveals that, there is a positive effect of computer assisted instruction on learning Thirukkural among children with hearing impairment and there is no significant difference on learning Thirukkural through computer assisted instruction with regard to Gender and Class.

This result reveals that the computer assisted instructions has significant effect on learning Thirukkural among children with hearing impairment. The gender & class are not a significant factor for learning Thirukkural among children with hearing impairment.

Conclusion

Computer-assisted instruction provides differentiated lessons for varied levels of learning, including students with disabilities and gifted students. Students are able to work at their own pace while

receiving instant feedback which enables them to self-correct before moving on to the next skill. If a student answers incorrectly, the computer programs will provide instructions to assist the student in correcting their work. The programs are interactive and students can work individually or in groups. This allows them to compete with their individual scores or the scores of the students within their group.

Education access and achievement for the deaf and hard of hearing is gaining attention as more students attend neighborhood schools, and educators are becoming more familiar with options and opportunities to improve instructional delivery. Computer assisted instructional materials and environments can provide multiple representations of concepts that are more meaningful to students who are deaf or hard of hearing.

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EFFICACY OF E-LEARNING ON ACHIEVEMENT OF VARIOUS CATEGORIES OF STUDENTS IN DEVELOPING COMMUNICATIVE SKILL IN ENGLISH

P.Selvi

Abstract

The present experimental study was undertaken with two objectives in view: (i) to apply E-learning strategy in developing communicative skill in English at higher secondary level and (ii) to measure the effectiveness of E-learning strategy with special reference to various categories of students. Two matched groups of students were constituted for the purpose of this experiment. Each group consisted of ten above average students, ten average students and ten below average students. The control group was taught through the traditional lecture method while the experimental group learnt through E-learning strategy. The obtained results show that the E-learning strategy was more effective than the traditional lecture method in developing communicative skill in English at Higher Secondary level and it enabled the below average students to cope with average students and above average students to a considerable extent.

Key words:*Communicative skill, E-learning strategy, lecture method*

Introduction

Human resource development is the kingpin of national development. The level of national development of a country mainly depends upon the degree of human resource development attained in that country. Human resource development largely determines the economic growth and the national development of a country. The optimum utilization of other resources also depends on the extent of human resource development. Education is a prerequisite for human resource development. It is in educational institutions that human resources are developed adequately according to societal requirements and national need. Hence, the teachers at all levels of education are directly responsible for human resource development. They have to adopt innovative strategies to promote sufficient human resource development.

The 21stcentury is witnessing revolutionary impact of e-learning on teaching and learning in real classroom activities. Teachers need deliberate and persistent effort to use new technologies for faster development and growth due to global competition in corporate sector in general and the teaching-learning process in particular. Education is not static but it is dynamic. Change is the law of nature. Change is essential for growth. We have to introduce innovative strategies to cope with the changes and to do our job in a better way. It is digital era; digital technology has pervaded every field including education. The children of today have a better exposure to digital technology. To teach such advanced children well, we cannot simply use chalk and talk method alone. It is an era of e-learning, web-learning, m-learning and so on. So there is a greater need to employ digital technology in the teaching learning process so that optimum human resource development can be ensured.

Need for the study

The immense knowledge explosion taking place in the world warrants newer methods of teaching and learning. Students need unique experience in presentation of the content which is inherent in the E-learning strategy selected for the study. Destiny of a nation is being shaped in her classrooms. The students as well as the teacher have to keep themselves constantly updating so that they can keep abreast of the latest advancement and development in the field of education.

Even though they are adequate studies on e-learning in the western countries, only a few studies have been attempted in Indian context. Hence this study is attempted to verify the efficacy of E-learning in developing communicative skill at Higher Secondary level.

Objectives

1. To know whether there exists any significant difference in pre-test performance between control group students and experimental group students in respect of each category (i.e.) above average students, average students and below average students and group as a whole.
2. To know whether there is any significant difference in post-test performance between control group students and experimental group students in respect of each category (i.e.) above average students, average students and below average students and group as a whole.
3. To examine whether there is any significant difference in the performance of each category of students in the control group and group as a whole between pre-test & post-test.
4. To examine whether there is any significant difference in the performance of each category of students in the experimental group and group as a whole between pre-test & post-test.
5. To know whether there is any significant difference in post-test performance among the various categories of students in the control group & experimental group.

Methodology

The various steps followed in the methodology of this study are ensuring infrastructural facilities for e-learning, construction of research tools, identifying various categories of students, sampling, design of the study, applying e-learning strategy in developing communicative skill in English, administration of the tool for pre-test and post-test and employing appropriate statistical techniques for arriving at scientific conclusions.

Ensuring infrastructural facilities for E-learning:

The required hardware, software and internet connectivity were ensured before hand for the use of the experimental group students during the period experimental treatment.

Construction of research tool:

An achievement test was constructed on the basis of item analysis to assess the achievement of the students in communication skill in English at Higher Secondary level. The items validity by item analysis, reliability by spilt half method and validity by expert opinion were established.

Sample design:

In this study 60 students were selected from Nadar Higher Sec.School, Muhavur to form the control group and the experimental group. Each group consisted of 10 above average students, 10 average students and 10 below average students. The control group was taught through the traditional lecture method and the experimental group was subjected to e-learning strategy.

Implementing the strategy:

The strategy was implemented for a period of three months after covering the syllabus in the normal way. The experimental group students were subjected to e-learning. The proposed e-learning includes digital presentation, net browsing and the use of DVD& CDS to develop communication skill in English.

Data collection:

At the end of the experimental period, a post-test was conducted to the students of all the groups. The responses given by the students in pre-test and post-test formed the vital data required for the analysis.

Scoring procedure:

The achievement test consists of 100 objective type questions. The total score of the test is 100. For correct answer, the score is one and for wrong answer the score is zero.

Statistical techniques used in the study:

The data obtained were analyzed by using appropriate statistical techniques such as mean, standard deviation and F/t-test.

Analysis & Interpretations

Hypothesis - 1

There is no significant difference in pre-test performance between control group students and experimental group students in respect of each category (i.e.) above average students, average students and below average students and group as a whole**.**

Table-1

Analysis of Pre-test Scores of Control Group &Experimental Group

Category	Control Group			Experimental Group			Calculated t-values
	N	Mean	SD	N	Mean	SD	
Above average students	10	80.15	3.76	10	80.25	3.52	0.24@
Average students	10	46.5	2.24	10	48.1	3.49	1.69@
Below average students	10	27.5	2.62	10	27.4	2.56	0.56@
Group as a whole	30	51.33	21.9	30	51.66	22.04	0.14@

Note: @ Not significant at 0.05 level

There is no significant difference in the pre-test performance between the control group students & experimental group students in terms of various categories of students & in terms of group as a whole. The Pre-test achievement of both control group & experimental group at macro as well as at micro level are very much matching. It implies that both the groups were matching ones before the experimental treatment.

Hypothesis - 2

There is significant difference in post-test performance between control group students and experimental group students in respect of each category (i.e.) above average students, average students and below average students and group as a whole.

Table-2

Analysis of Post - test Scores of Control Group &Experimental Group

Category	Control Group			Experimental Group			Calculated t-values
	N	Mean	SD	N	Mean	SD	
Above average students	10	82.21	3.54	10	86.15	2.45	2.89**
Average students	10	48.5	3.09	10	57.65	2.48	7.3**
Below average students	10	28.5	1.74	10	47.15	2.49	19.41**
Group as a whole	30	53.66	16.06	30	61.33	18..8	2.7*

Note: * significant @ .05 level

** Significant @ .01 level

There is significant difference in the post-test performance between the control group students and the experimental group students in terms of various categories of students and in terms of the group as a whole. The achievement of the experimental group students is higher than that of the control group students in the post-test.

From the mean values obtained by the students in both the groups, it can be seen that the experimental group students have made an impressive mean gain. The performance of each category of students in the experimental group is better than the performance of their counterparts in the control group. While the mean gain made by the control group is 2.33, the mean gain made by the experimental group is 9.67.The rate of progress shown by the control group is 4%. On the other hand, the experimental group students have made a vertical rate of progress amounting to 18.9%. This table substantiates the advantage of e-learning strategy over the traditional lecture method in developing communicative skill at plus one level.

Hypothesis - 3

There is no significant difference in the performance of each category of students in the control group and group as a whole between pre-test & post-test.

Table-3

Analysis of Pre-test & Post - test Scores of Control Group

Category	Pre- test			Post-test			Calculated t-values
	N	Mean	SD	N	Mean	SD	
Above average students		80.15	3.76	10	82.21	3.54	1.26@
Average students	10	46.5	2.24	10	48.5	3.09	1.66@
Below average students	10	27.5	2.62	10	28.5	1.74	1.00@
Group as a whole	30	51.33	21.9	30	53.66	16.1	0.14@

Note: @ Not significant at 0.05 level.

There is no significant difference in the performance of the control group students between pre-test and post-test in terms of various categories of students and in terms of the group as a whole. Though the performance is better in the post–test, they could not make any significant difference.

Hypothesis - 4

There is significant difference in the performance of each category of students in the experimental group and group as a whole between pre-test & post-test.

Table-4

Analysis of Pre-test & Post - test Scores of Experimental Group

Category	Pre- test			Post-test			Calculated t-values
	N	Mean	SD	N	Mean	SD	
Above average students	10	80.25	3.52	10	86.15	2.45	4.35**
Average students	10	48.1	3.49	10	57.65	2.48	7.05**
Below average students	10	27.4	2.56	10	47.15	2.49	12.70**
Group as a whole	30	51.66	22.04	30	61.33	18.8	5.97**

Note: ** significant at 0.01 level

There exists significant difference in the performance of the experimental group students between pre-test and post-test in terms of various categories of students and in terms of the group as a

whole. The achievement of various categories of students is higher in the post-test than in the pre-test. Moreover, the performance of all the categories of students in the experimental group is better than the performance of their counterparts in the control group in the post-test.

From the mean values obtained by the students in both the tests, it is clear that all the categories of students in the experimental group have made significant mean gain in the post-test. The above average students have made a mean gain of 5.90 and the students of other two categories have made gains of 9.55 and 19.75 respectively. In terms of rate of progress, the below average students stand first with 70.2% of rate of progress. They are followed by the average students and above average students with 20% and 7.41% of rate progress respectively. The mean gains made and the rates of progress attained by each category of students establish the effectiveness of the applied strategy i.e., the E-learning strategy in developing communicative skill at plus one level.

Hypothesis - 5

There is no significant difference in post-test performance among the various categories of students in control group & experimental group.

Table-5
Analysis of Post - test Scores of Various categories of students in Control Group &Experimental Group

Group/Categories	N	Mean	SD	Calculated t-values
Control Group				
Above average students	10	82.21	3.54	Above average Vs Average 22.69**
Average students	10	48.5	3.09	Above average Vs Below average 43.06**
Below average students	10	28.5	1.74	Average Vs Below average 47.83**
Experimental group				
Above average students	10	86.15	2.45	Above average Vs Average 25.85**
Average students	10	57.65	2.48	Above average Vs Below average 40.19**
Below average students	10	41.75	2.49	Average Vs Below average 14.30**

Note: ** significant at 0.01 level.

There exists significant difference in the post-test performance among the various categories of students in control group and experimental group. In both the groups, the performance of the above average students is higher than the performance of the students of the other two categories. In case of control group the gulf of difference that existed at the time of pre-test was found at the end of post-test also. It reveals that the TLM, as an instruction strategy could not enable the average students and the below average students to cope with above average students. On the other hand, in the case of experimental group students, the gulf of difference found at the time of pre-test has been reduced to considerable extent. The gulf of difference between the above average students is the average students was 32.15 in the pre-test. On the other hand, the difference between them in the post-test was 28.05. Similarly, the mean difference between the above average students and the below average students in the pre-test was 52.85 whereas in the post-test it was 39.0. This implies that E-learning strategy could enable the average and the below average students to cope with above average students to some extent.

Educational Implications

- The proposed learning strategy ensures wide coverage of student population transcending the barriers of space and time**.**
- Expertise of teaching professionals can be made available to all students across the country.

- The E-learning programmes can be telecasted from one centre and all the Indian students can reap the benefit out of it.
- The E-learning strategy paves the way for learning anywhere at any time.
- The E-learning has a motivating quality of its own and it enhances the achievement of the backward students like low achievers, under achievers, slow learners etc. So, it will diminish wastage and stagnation in our schools. A necessary orientation can be given at DIET level so that adequate awareness can be developed among school teachers.

Conclusion

The proposed learning strategy ensures wide coverage of student population transcending the barriers of space and time. Expertise of teaching professionals can be made available to all students across the country. The E-learning programmes can be telecasted from one centre and all the Indian students can reap the benefit out of it. The E-learning strategy paves the way for learning anywhere at any time. The E-learning has a motivating quality of its own and it enhances the achievement of the backward students like low achievers, under achievers, slow learners etc. So, it will diminish wastage and stagnation in our schools. A necessary orientation can be given at DIET level so that adequate awareness can be developed among school teachers. A similar study can be conducted at college level.

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TIME MANAGEMENT BEHAVIOUR AMONG B.ED.GIRLS STUDENTS IN MADURAI DISTRICT

Dr.C.Subbulakshmi

Abstract

Time Management Behaviour is the act or process of planning and exercising conscious control over the amount of time spent on specific activities, especially to increase efficiency or productivity.

Time Management may be aided by a range of time, skills, tools and techniques used to manage time when accomplishing specific tasks, projects and goals complying with a due date. This set encompasses a wide scope of activities and these include planning, allocating, setting goals, delegation, analysis of time spent, monitoring, organizing, scheduling, and prioritizing. Usually time management is a necessity in any project development as it determines the project completion time and scope."Time Management refers to managing time effectively so that the right time is allocated to the right activity". Effective time management allows individuals to assign specific time slots to activities as per their importance. Time management behavior is essential for B.Ed. girls' students in Madurai district. Sample: A random sample of 234 girls' B.Ed. students from Madurai district with due representation to the variables, viz. Religion, Social status, College Locality, College Type, College Kind, Optional Subject, Newspaper Reading, Television Viewing, Residence and Domicile.

- *Time Management Behaviour among girls' students of B.Ed. colleges in Madurai district is dependent upon-Religion (Muslim vs Christian); Social status (MBC vs BC& OC); and Optional Subject (Language vs Arts & Commerce and Language vs Science).*
- *Time Management Behaviour among girls' students of B.Ed. colleges in Madurai district is found independent upon –College Locality, College type, College kind, Newspaper reading, Television viewing, Residence and Domicile.*

Key word: *Time Management Behaviour*

Introduction

Time Management is about how we are utilizing our time in a systematic way. To adopt this practice, we should know how we are utilizing our time daily, It is essential to plan each and every activity based on our urgency, importance and necessity etc., If we follow time management behavior we can achieve a lot. Time Management is a process wherein one must keep the available time to manage their multiple tasks and also work accordingly. This keeps the person out of stress and tension. Time management is a must for future achievement. This is also useful for the learner studying in colleges to essential in their studies to suggest ways and means to adopt the aware of time management in their day to day activities. Hence time management assumes significance for B.Ed.college girls' students' daily life and thus the need for the current study.

Review of Related Studies

Kirk, JamesPatterson, AimeeWoody(2001), "A Time Management Skills Board Game".In addition to a brief introduction to time management, this document contains a training manual for teaching time management skills to workers at all levels in an organization. The training is offered in the form of a board game that takes approximately 1-1/2 to 2 hours to play. Among the time management principles learned in the game are prioritizing and goal setting skills. The game contains many real life time management dilemmas. Included in the manual are various ways the game can be customized to meet the needs of a particular audience. The manual also contains a list of Web sites where participants can go for additional information on time management.

Burnstad, Helen(1996), "In Search of the Precious Commodity Time: How To Use and Abuse It". Time management is critical for effective leadership and productivity among community college chairs and deans. An organization that is more time conscious tends to be more productive and less stressful. Similarly, an organization's time management culture can provide ideas for improving productivity and the work environment.Time management behaviour should increase capacities for independent judgment as well as adjustment and achievement. Though time management behaviour is important for everyone especially for girls' students and also this is a matter of concern among IX standard girls' achievement. Hence need for the present study.

Wratcher, Marcia A, and jones,Rosalind.(1988),"Facilitating a Time Management Workshop for Adult Learners".The Time Management Workshop for adult learners at the University of Pittsburgh (Pennsylvania) is described. It was developed when many adults, upon returning to school, expressed anxiety, questioned their skills and abilities, and reported study related problems associated with time management. Most of the self-instructional and workshop materials currently available on time management focus on providing basic tips for organizing and constructing study schedules. The workshop is highly interactive, with student interaction and discussion making up about 80% of the workshop. After attending the workshop, participants should be able to do such things as state their long- and short-term goals, trace their patterns of procrastination, and organize and prioritize assignments and commitments. This workshop has been an overwhelming success, with students reporting that they have a more realistic and less anxious conception of time management.

The investigator has reviewed three studies. All these reviews most of the reviews are about time management behaviour on various stages like adult learners, games, and companies. Here the present study differs from the above studies in terms of area, population and sample. It is clear from the review of related literature that to the best of the knowledge of the investigator, none has conducted a study on a study on time management behaviour among B.Ed. girls' students in Madurai district. Hence the investigator has chosen the topic.

Terms and Definitions

Time Management Behaviour– refers to the harmonious process of ensuring the judicious allotment of time for the efficient execution of one's daily activities.

B.Ed.College Girls Students– refers to those who are studying face-to-face Bachelor of Education programme in colleges of Education in Madurai district of Tamil Nadu.

Madurai District- refers to one of the District of State of Tamil Nadu, which is located in southern part of the state.

Variables of the Study

(i).Dependent Variable

Time Management Behaviour

(ii). Independent Variable

1. Religion	: Hindu / Muslim / Christian
2. Social status	: ST&SC / MBC / BC&FC
3.College Locality	: Rural / Urban
4.College Type	: Aided / Unaided
5. College Kind	: Unisex / Mixed
6. Optional Subjects	: Language / Arts & Commerce / Science
7. Newspaper Reading	: Yes / No
8. Television Viewing	: Yes / No
9. Residence	: Dayscholar / Hosteller
10. Domicile	: Rural / Urban

Objectives of the Study

- To measure the Time Management Behaviour among B.Ed. colleges girls' students in Madurai district.
- To find out whether there is significant difference in Time Management Behaviour among B.Ed. colleges students in Madurai district in terms of select independent variables.

Hypothesis of the Study

Each of the population variable involved in this study exerts a significant influence on Time Management Behaviour among women students of B.Ed. colleges in Madurai district.

Methodology in Brief

Design : Descriptive, **Method** : Normative ,**Technique** : Survey

Sample: A random sample of 234 girls' B.Ed. students from Madurai district with due representation to the variables, viz. Religion, Social status, College Locality, College Type, College Kind, Optional Subject, Newspaper Reading, Television Viewing, Residence and Domicile.

Tools Used

- General Information Sheet structured by the Investigator.
- Time Management Behaviour Inventory structured by Ramakrishnan,G.(2012).

Statistical Treatments

't'-test for significance of difference between the means of large independent samples.

Results and Discussions

Time Management Behaviouramong girls' students of B.Ed. colleges in Madurai district.

The **empirical average** of Time Management Behaviour of girls' students of B.Ed. colleges in Madurai district is found to be 34.14, while the **theoretical average** is 25.50 only. This shows that Time Management Behaviour among women students of B.Ed. colleges in Madurai district is found well above the average level.

Table 1

Results of test of significance of difference between the mean scores of Time Management Behaviour among girls' students of B.Ed. Colleges: Independent Variables – Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Religion	Hindu	137	33.74	6.06	-1.92	Not Significant
		Muslim	41	36.00	6.79		
		Hindu	137	33.74	6.06	0.99	Not Significant
		Christian	56	32.80	5.83		
		Muslim	41	36.00	6.79	2.43	**Significant**
		Christian	56	32.80	5.83		
2.	Social status	ST&SC	58	33.72	5.84	-1.65	Not Significant
		MBC	82	35.45	6.46		
		ST&SC	58	33.72	5.84	1.06	Not Significant
		BC&FC	94	32.68	5.96		
		MBC	82	35.45	6.46	2.94	**Significant**
		BC&FC	94	32.68	5.96		
3.	College Locality	Rural	135	33.77	6.39	-0.36	Not Significant
		Urban	99	34.06	5.98		
4.	College	Aided	84	33.32	6.46		Not Significant

	Type	Unaided	150	34.24	6.05	-1.06	
5.	College Kind	Unisex	93	34.31	6.69	0.78	Not Significant
		Mixed	141	33.65	5.86		
6.	Optional Subject	Language	71	35.41	6.25	2.09	**Significant**
		Arts& Commerce	78	33.36	5.84		
		Language	71	35.41	6.25	2.27	**Significant**
		Science	85	33.14	6.33		
		Arts& Commerce	78	33.36	5.84	0.23	Not Significant
		Science	85	33.14	6.33		
7.	Newspaper Reading	Yes	181	34.06	6.45	0.76	Not Significant
		No	53	33.39	5.31		
8.	Television Viewing	Yes	198	34.08	6.48	1.25	Not Significant
		No	36	33.00	4.37		
9.	Residence	Dayscholar	127	33.32	6.13	-1.58	Not Significant
		Hosteller	107	34.61	6.24		
10.	Domicile	Rural	87	33.95	6.44	0.08	Not Significant
		Urban	147	33.88	6.08		

Time Management Behaviourand Religion

Hindu vs Muslim

The calculated 't' value (-1.92) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Hindu and Muslim girls' students of B.Ed. colleges.

Hindu vs Christien

The calculated 't' value (0.99) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Hindu and Christian girls' students of B.Ed. colleges.

Muslim vs Christien

The calculated 't' value (2.43) is **greater** than the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Time Management Behaviourof Muslim and Christian girls' students of B.Ed. colleges.

Time Management Behaviourand Social Status

ST & SC vs MBC

The calculated 't' value (-1.65) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of ST & SC and MBC girls' students of B.Ed. colleges.

ST & SC vs BC & FC

The calculated 't' value (1.06) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time ManagementBehaviour of ST & SC and BC & FC girls' students of B.Ed. colleges.

MBC vs BC & FC

The calculated 't' value (2.94) is **greater** than the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Time Management Behaviour of MBC and BC & OC girls' students of B.Ed. colleges.

Time Management Behaviourand College Locality

The calculated 't' value (-0.36) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Rural and Urban girls' students of B.Ed. colleges.

Time Management Behaviourand College Type

The calculated 't' value (-1.06) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Aided and Unaided girls' students of B.Ed. colleges.

Time Management Behaviourand College Kind

The calculated 't' value (0.78) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Unisex and Mixed girls' students of B.Ed. colleges.

Time Management Behaviourand Optional Subjects

Language vs Arts & Commerce

The calculated 't' value (2.09) is **greater** than the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Time Management Behaviour of Language and Arts & Commerce girls' students of B.Ed. colleges.

Language vs Science

The calculated 't' value (2.27) is **greater** than the table value (1.96) at 0.05 level of significance. This shows that there is a **significant difference** in Time Management Behaviour of Language and Science girls' students of B.Ed. colleges.

Arts & Commerce vs Science

The calculated 't' value (0.23) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Arts & Commerce and Science girls' students of B.Ed. colleges.

Time Management Behaviourand Newspaper Reading

The calculated 't' value (0.76) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Newspaper Reading and Non-newspaper Reading girls' students of B.Ed. colleges.

Time Management Behaviourand Television Viewing

The calculated 't' value (1.25) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Television Viewing and Non-viewing girls' students of B.Ed. colleges.

Time Management Behaviourand Residence

The calculated 't' value (-1.58) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Dayscholar and Hostel girls' students of B.Ed. colleges.

Time Management Behaviourand Domicile

The calculated 't' value (0.08) is **lesser** than the table value (1.96) at 0.05 level of significance. This shows that there is **no significant difference** in Time Management Behaviour of Rural and Urban girls' students of B.Ed. colleges.

Hypothesis Verification

Out of the ten independent variables involved in the study, only three variables viz. Religion (Muslim vs Christian), Social status (MBCvs BC&FC), Optional subject (Language vs Arts &Commerce and

Language vs Science) exerts a significant influence on time management behavior among B.Ed. college girls' students. Hence the hypothesis is minimally accepted.

Conclusions

The major conclusions emerged out of the study are presented below:

1. Time Management Behaviour among girls' students of B.Ed. colleges in Madurai district is high.
2. Time Management Behaviouramong girls' students of B.Ed. colleges in Madurai district is dependent upon-Religion (Muslim vs Christian); Social status (MBC vs BC& OC); and Optional Subject (Language vs Arts & Commerce and Language vs Science).
3. Time Management Behaviouramong girls' students of B.Ed. colleges in Madurai district is found independent upon –College Locality, College type, College kind, Newspaper reading, Television viewing, Residence and Domicile.

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LIFE SILLS IN RELATION TO ACADEMIC ACHIEVEMENT AMONG XI STANDARD STUDENTS IN VELLORE DISTRICT

Mrs.N.Valarmathi

Abstract

Life skills aim to provide strategies to make healthy choices that contribute to a meaningful life. Life skills are the abilities that help to promote mental well being and competence in young people as they face the realities of life. It helps the young people to take positive actions to protect themselves and to promote health and meaningful social relationship. Life skills facilitate a complete and integrated development of individuals to function effectively as social beings. But it is sad to recognize the fact that most of the student teachers are unable to utilize their full potential in an appropriate way due to lack of guidance and motivation. Design: Descriptive, Method:Normative, Technique: Survey; Sample: A random sample of 340 XI standard students from Vellore district with due representation to the select population variables, viz. Gender, Domicile, School type, School management and Family type.

- *The relationship between Life skills and Academic Achievement is positively among XI standard students in Vellore district*
- *Life skills among XI standard students in Vellore district is well above the average level.Life skills among XI standard students in Vellore district is dependent upon- School type, School management and Family type. Life skills among XI standard students in Vellore district are independent upon Gender and Domicile.*
- *Academic Achievement among XI standard students in Vellore district is well above the average level.Academic Achievement among XI standard students in Vellore district is Gender and School management.Academic Achievement among XI standard students in Vellore district is independent upon- Domicile, School type and Family type.*

Keywords: Life skills, Academic Achievement

Introduction

Life skills are a value addition programme for the youth to understand their self and able to assess their skills, abilities and areas of developments. They also enable them to analyze their capacity to enhance the function in a most productive way. Life skills allow the youth to get along with other people, able to adjust with their environment and making responsible decisions. Life skills are a basic learning need for all young people. They help the young people to empower in challenging situations. These skills like leadership, responsibility, communication, intellectual capacity, self-esteem, Interpersonal skill etc. extend and support maximum level of performance in their daily life activities. Effective implementation strategies of life skills will help the youth to practice it in their life. Specific activities like leadership training, communication, interaction, understanding, making decisions, working with groups, socialization etc. will add to the quality of youth.

Developing life skills helps the adolescents to translate their knowledge, attitude and health behaviour such as acquiring the ability to reduce risk behaviour and to adopt healthy behaviour that improve their lives in general. Life skills produce the following effects: reduction in violent behaviour; increase in pro-social behaviour and decrease in self-destructive behaviour; increase in the ability to plan ahead and choose effective solutions to problems; improvement in self-image, self-awareness, social and emotional adjustment; increased acquisition of knowledge; improvement in classroom behaviour; gains in self control and sociability; better handling of interpersonal problems and coping with anxiety; and improved constructive conflict resolution with peers.

The main objectives of life skills are to enable the learner to develop a concept of oneself as a person of worth and dignity. It should help one to understand him / her and lead to growth in personal responsibility.

Review of Related Literature

Oza (2003) conducted a project on Advocacy Programme on Adolescence Education for Secondary School Teachers of Baroda City. The objective was to orient secondary school teachers about concept and importance of Adolescence Education, to identify various plug in points from each subject's content to develop various curricular and co-curricularactivities of students, their parents and school teachers.

Mythili (2008) has purposively selected 25 male and 25 female adolescents form aschool of Chennai. Rayhus assertiveness scale was used to measure the assertivenessamong male and females adolescents and Rokeach study of values was used to assessthe relative importance of different values within the person's total belief system. Chi-squareanalysis and t- test were applied for data analysis. The study found that there issignificant difference between males and females adolescent population in assertivebehaviours and values (instrumental and terminal values). The investigator hasconcluded that birth order, education, family background, physical changes, economicstatus of their parents and religious faith have strong impact. In being assertive in theperiod of adulthood one has a participating and responsible role to play, tasks toperform and skills to develop. LifeSkills Programme, was implemented on school students. Questionnaires wereadministered to collect data and data analyzed qualitatively. The finding reveals thatthe youth became sensitive towards taking decision confidently for betterment.The Life Skills were included in Adolescent Education as one component of theeducation. There are number of studies carried out on Adolescent Education. A few ofthem were reviewed by the investigator.

Talwar (2007) has conducted a study ondevelopment of a training programme on Adolescence Education for secondaryschool teachers and students and studying its effectiveness. The objectives were tofind out awareness level of the secondary school teachers regarding adolescents andAdolescent Education, to find out awareness level of the students of IX standardregarding adolescents and Adolescents Education, to identify the plug in points fromeach subject of the secondary school curriculum which can take a center stage inAdolescent Education, to develop training programme for implementing AdolescentEducation and to study effective of developed programme.

The investigator has reviewed three studies. All these reviews most of the reviews are about life skills on various stages like adult learners, higher education students and NGOs. Here the present study differs from the above studies in terms of area, population and sample. Hence the investigator has chosen the topic.

Terms and Definitions

Life Skills– refer to the abilities or capabilities for adoptiveness for positive behavior development that enable individuals to deal effectively with demands and challenges in everyday life.

Academic Achievement– refers to the score obtained by the XI standard students in the half-yearly examinations.

XI Standard Students- refer to those who are studying in XI standard under Tamil Nadu State Board syllabus in Vellore District.

Variables of the Study

Dependent Variables

(i). Life Skills

(ii). Academic Achievement

Independent Variables

1. Gender : Male / Female
2. Domicile : Rural / Urban
3. School type : Unisex / Co-education
4. School management : Government / Aided
5. Family type : Nuclear / Joint

Objectives of the Study

- To find out the relationship between Life skills and Academic Achievement among XI standard students in terms of the select population variables.
- To measure and find out whether there is a significant difference in Life skills among XI standard students in terms of the select population variables.
- To measure and find out whether there is a significant difference in Academic Achievement among XI standard students in terms of the select population variables.

Hypotheses of the Study

- Each of the population variables exerts a significant influence on XI standard students in Life skills.
- Each of the independent variables exerts a significant influence on XI standard students in Academic Achievement.

Methodology in Brief

Design: Descriptive, **Method**:Normative, Technique: Survey

Sample: A random sample of 340 XI standard students from Vellore district with due representation to the select population variables, viz. Gender, Domicile, School type, School management and Family type.

Tools Used

- General Information Sheet structured by the Investigator.
- Life skills Inventory developed by Mythili, (2013).

Statistical Treatments

- Test of significance of Pearson's product moment correlation (r).
- 't' test for significance of difference between the means of large independent samples.

Results and Discussions

Correlation between Life Skills and Academic Achievement

The 'r' between life skills and academic achievement is found to be 0.91. This is found to be higher than that of the table value at 0.05 level is 0.106. Hence there is positively relationship between life skills and academic achievement.

Life Skills among XI Standard Students

The **empirical average** of life skills among XI standard students in Vellore district is found to be 21.24, while the **theoretical average** is 18 only. This shows that life skills among XI standard students in Vellore district are found to be well above the average level.

Table 1
Results of test of significance of difference between the mean scores of life skills among XI standard students in Vellore district: Independent Variables – Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	138	21.87	5.29	1.476	Not Significant
		Female	202	20.81	7.95		
2.	Domicile	Rural	245	21.43	4.77	0.989	Not Significant
		Urban	95	20.74	6.11		
3.	School type	Unisex	113	21.09	4.82	-2.382	**Significant**
		Co-education	227	21.31	5.36		
4.	School management	Government	252	21.44	5.01	2.061	**Significant**
		Aided	88	20.66	5.65		
5.	Family type	Nuclear	273	20.74	5.97	-3.021	**Significant**
		Joint	67	22.66	4.80		

Life Skills and Gender

The calculated't' value (1.476) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference** in life skills between male and female XI standard students in Vellore district.

Life Skills and Domicile

The calculated't' value (0.989) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference** in life skills between rural and urban XI standard students in Vellore district.

Life Skills and School Type

The calculated't' value (-2.382) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **a significant difference** in life skills between XI standard students' studying unisex and co-education schools types in Vellore district. It is also finding that those who are studying in co-education schools possess more life skills than unisex schools among XI standard students.

Life Skills and School Management

The calculated 't' value (2.061) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **a significant difference** in life skills between XI standard students' studying government and aided schools in Vellore district. It is also finding that those who are studying in government schools possess more life skills than aided schools among XI standard students.

Life Skills and Family Type

The calculated't' value (-3.021) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **a significant difference** in life skills between XI standard students' studying nuclear and joint families in Vellore district. It is also finding that those who are studying in joint family students possess more life skills than nuclear family students among XI standard students.

Academic Achievement among XI Standard Students

The **empirical average** of academic achievement among XI standard students in Vellore district is found to be 61, while the **theoretical average** is 50 only. This shows that academic achievement among XI standard students in Vellore district is found to be well above the average level.

Table 2

Results of test of significance of difference between the mean scores of academic achievement among XI standard students in Vellore district: Independent Variables – Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	138	60.26	7.95	-1.991	**Significant**
		Female	202	61.51	10.22		
2.	Domicile	Rural	245	61.47	9.21	1.203	Not Significant
		Urban	95	59.81	9.71		
3.	School type	Unisex	113	62.36	9.29	1.004	Not Significant
		Co-education	227	60.33	9.35		
4.	School management	Government	252	61.29	9.44	2.110	**Significant**
		Aided	88	60.17	9.18		
5.	Family type	Nuclear	273	62.95	10.15	1.830	Not Significant
		Joint	67	59.77	9.27		

Academic Achievement and Gender

The calculated't' value (-1.991) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **a significant difference** in academic achievement between between male and female XI standard students in Vellore district. It is also finding that female students possess more academic achievement than male students among XI standard students.

Academic Achievement and Domicile

The calculated t value (1.203) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference** in academic achievement between XI standardrural and urban students in Vellore district.

Academic Achievement and School Type

The calculated' value (1.004) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference** in life skills between XI standard students studying unisex and co-education schools in Vellore district.

Academic Achievement and School Management

The calculated't' value (2.110) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **a significant difference** in academic achievement between government and aided schools among XI standard students in Vellore district. It is also finding that those who are studying in government schools possess more academic achievement than aided schools among XI standard students.

Academic Achievement and Family Type

The calculated't' value (1.830) is **lesser than** the table value (1.96) at 0.05 level of significance. This shows that there is **a significant difference** in academic achievement between nuclear and joint family XI standard students in Vellore district.

Hypothesis Verification

Hypothesis I

Out of the five independent variables involved in the study, three variables viz. School type, School management and Family type exerts a significant influence on life skills among XI standard students. Hence the **hypothesis I**is accepted.

Hypothesis II

Out of the five independent variables involved in the study, two variables viz. Gender and School management on academic achievement among XI standard students. Hence the **hypothesis II**is partially accepted.

Conclusion

The major conclusions emerged out of the study are presented below:

- The relationship between Life skills and Academic Achievement is positively among XI standard students in Vellore district.
- Life skillsamong XI standard students in Vellore district is well above the average level.
- Life skills among XI standard students in Vellore district is dependent upon- School type, School management and Family type.
- Life skillsamong XI standard students in Vellore district are independent upon Gender and Domicile.
- Academic Achievement among XI standard students in Vellore district is well above the average level.
- Academic Achievement among XI standard students in Vellore district is Gender and School management.
- Academic Achievement among XI standard students in Vellore district is independent upon- Domicile, School type and Family type.

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CONSUMER AWARENESS AMONG B.ED.COLLEGE STUDENTS IN MADURAI DISTRICT

Dr.K.Vellaichamy

Abstract

Consumer awareness has been observed that the people for, whom various schemes have been taken up by Bureau of Indian Standards (BIS), in fact, do not get benefit as expected. This is mainly because they are not fully aware of these schemes and their benefits. Also, only knowledgeable and alert consumers aware of their rights and responsibilities can protect themselves effectively. The need of the hour is, therefore, to educate the common consumers particularly those in rural areas who are more susceptible to exploitation. Once they are educated and made aware of the schemes that have been drawn up for their benefit and also the redressal forum that is available, the benefit of various schemes. It is, therefore, our bounden duty to play our part jointly and effectively in disseminating various schemes to the common consumers of the country. In this regard the role of the voluntary consumer organizations, consumer activists, non-governmental organizations, educational institutions.So that consumer awareness is more important for B.Ed. students.

Design: Descriptive, Method:Normative, Technique: Survey; Sample : A random sample of 410 B.Ed.college students from Madurai district with due representation to the select population variables, viz. Sex, Major subject, College locality and Type of institution.

- *Consumer awareness among B.Ed.college students in Madurai district is above the average level.*
- *Consumer awareness among B.Ed.college students in Madurai district dependent upon Gender, Major subjects (arts vs others & science vs others) and Type of institution.*
- *Consumer awareness among B.Ed.college students in Madurai district independent upon – Major subjects (arts vs science) and College locality.*

Keyword: Consumer awareness

Need for the Study

The necessity of adopting measures to protect the interest of consumers arises mainly due to the helpless position of the consumers. There is no denying fact that the consumers have the basic right to be protected from the loss or injury caused on account of defective goods and deficiency of services. But they hardly use their rights due to lack of awareness, ignorance or lethargic attitude. However in view of the prevailing malpractices and their vulnerability there to, it is necessary to provide them physical safety, protection of economic interests, access to information, satisfactory product standard, and statutory measures for redressal of their grievances. Goods may be consumables like wheat flour, salt, sugar, fruit etc. or durable items like television, refrigerator, toaster, mixer, bicycle etc. Services refer to items like electricity, cooking gas, telephone, transportation, film show etc. Normally, it is the consumption or use of goods and services that makes the person to be called as 'consumer'. But in the eyes of law, both the person who buys any goods or hires any service for considerationand the one who uses such goods and services with the approval of the buyer are termed as consumers. However, this is largely unknown to many citizens irrespective of whether they are educated or uneducated. With an enormous population along with high levels of poverty, unemployment and poor literacy levels, consumer awareness continues to remain low. Education is a lifelong process of constantly acquiring relevant information, knowledge and skills. Consumer education is an important part of this process and is a basic consumer right that must be introduced at the school level. Consumers by definition include all citizens who are, by and large the biggest group, who are affected by almost all government, public or private decisions.

The most important step in consumer education is awareness of consumer rights. However, consumer education is incomplete without the responsibilities and duties of consumers, and this influences individual behaviour to a great extent. With the increasing changes in economic conditions, the children especially are becoming young consumers at an early age. Children must learn to obtain information about goods and services, understand the psychology of selling and advertising, learn to shop wisely and distinguish between wants and needs. They must also understand the alternatives of conserving and saving rather than buying and consuming. Hence the need present study.

Review of Related Studies

Israel D. Nebenzahl, Bar-Ilan University (1998) did his work under the title "consumers' awareness of a brand's origin country and made-in country: development of research methodology and initial results.This study aimed at investigating in consumer awareness of brand's origin country and made in country.Findings: Nebenzahl, Jaffe and Lampert (1997) propose a theoretical model that describes the dynamic interactions between brand image, countries images, product evaluation and relative experience with products. Accounting for multinational production sourcing of modern companies, the model recognizes that the image of two countries, OC B the country of origin of the brand and MC B the county whose name appear on the product made-in label, may effect product evaluations. This paper suggests a methodology for testing the proposition that both OC and MC effect product evaluations by consumers and presents initial empirical results.

Simon ChegeKimenju, Hugo De Groote, Joseph Karugia, Stephen Mbogoh and David Poland (2005) did their research work title, "Consumer awareness and attitudes toward GM foods in Kenya". This syudy aimed at investigating into the relationship between consumer, awareness, attitudes, GM crops in Kenya.Findings: A survey of 604 consumers was conducted in Nairobi, Kenya, in November and December 2003, at three points of sale (supermarkets, kiosks, and posho mills) to determine consumer awareness and attitudes towards genetically modified (GM) foods. Above a third (38%) of the respondents were aware of GM crops, mostly from newspapers, television and radio. Others had learned about GM crops at school. Newspapers and television were more important to higher-income and more educated consumers. Consumers acknowledged the technology's potential positive impacts, with more than 80% agreeing that it increases productivity. Sixty-eight percent said they would buy GM maize meal at the same price as their favorite brands, although many had concerns; half of the respondents feared that GM technology could lead to a loss of biodiversity and affect non-target insects; while more than one- third(37%) had concerns about the effects of GM food on human health. We conclude that GM technology has a role to play in food security in Kenya. However, consumers need more information about the technology, which can be provided through established sources of information. Finally, consumer attitudes should be studied regularly, and the survey population broadened to include rural consumers.

Rachana N. Prajapati and Prof. Hemlatta J. Patel(2009) did their work under the title"A study of consumer awareness regarding household goods and services among females of Mehsanacity".This study was to investigated in relationship between consumer awareness of household goods and services.Findings:The study was comprises on 192 Female Samples of Mehsana City.The result concluded of the objective "To study effect of occupation and education of the respondents on Consumer Awareness regarding Household Goods and Services in selected Female Respondents".The result concluded Result found't' value for null hypothesis "There will be no significant association between working status on respondent and general awareness about consumer goods". For that't' value found 1.85. It was greater thentabulated't' at 0.1 and 0.5 level. It shows that working status was associated and significantly plays and important role in general awareness among consumer goods. The 't' value found is 3.38. It was very greater then tabulated t value. The hypothesis was rejected and result shown significant. The data revealed that't' value for null hypothesis "There will be no significant influence of working status of respondents and redressal mechanism for consumer awareness. 't' value was found 3.70. It was greater thentabulated't'. So the null hypothesis was rejected and result shownsignificant. It was proved that

working status was more influenced on awareness regarding redressal mechanism for consumer awareness. 't' value for both area knowledge regarding advertisement gimmicks and qualitative marks on consumer goods result was found significant. The working status of woman was significantly play an important role was shown areas of awareness. So the result was shown very significantly.

The investigator has reviewed three studies. All these reviews most of the reviews are about values on various stages. Here the present study differs from the above studies in terms of area, population and sample. It is clear from the review of related literature that to the best of the knowledge of the investigator, none has conducted a study on a study on consumer awareness among B.Ed.College students in Madurai district. Hence the investigator has chosen the topic.

Terms and Definitions

Consumer - refers to someone who purchases a good forPersonal use or receives services.

Awareness- refers to the conscious knowledge and understanding.

B.Ed.college students - refers to those who are studying bachelor of education face to face programme in colleges of education in Madurai district.

Variables of the Study

Dependent Variables

Consumer Awareness

Independent Variables

1. Sex : Male / Female
2. Major Subject : Arts / Science / Others
3. College locality : Rural / Urban
4. Type of Institution : Aided / Self-finance

Objectives of the Study

- To measure the consumer awareness among B.Ed. college students in Madurai district.
- To find out whether there is significant difference in the consumer awareness among B.Ed. college students in Madurai district in terms of select independent variables.

Hypothesis of the Study

Each of the population variable involved in this study exerts a significant influence on the consumer awareness among B.Ed. college students in Madurai district.

Methodology in Brief

Design: Descriptive, **Method**:Normative, Technique: Survey

Sample: A random sample of 410 B.Ed.College students from Madurai district with due representation to the select population variables, viz. Sex, Major subject, College locality and Type of institution.

Tools Used

- General Information Sheet structured by the Investigator.
- Consumer Awareness Inventory developed Baskar,R.(2011).

Statistical Treatments

't' test for significance of difference between the means of large independent samples.

Results and Discussions

Consumer Awareness among B.Ed.College Students

The **empirical average** of B.Ed.College students from Madurai district is found to be 30.32, while the **theoretical average** is 20 only. This shows that B.Ed.College students from Madurai district is found to be above the average level.

Table 1

Results of test of significance of difference between the mean scores of B.Ed.College students from Madurai district: Independent Variables – Wise

Sl.No.	Variable	Sub-Variables	N	M	S.D.	't'-value	Significance at 0.05 level
1.	Gender	Male	291	30.75	4.48	3.305	**Significant**
		Female	119	29.26	3.99		
2.	Major Subjects	Arts	110	29.81	4.29	-0.349	Not Significant
		Science	162	30.00	4.63		
		Arts	110	29.81	4.29	-2.392	**Significant**
		Others	138	31.09	4.09		
		Science	162	30.00	4.63	-2.172	**Significant**
		Others	138	31.09	4.09		
3.	College locality	Rural	185	30.77	4.26	0.881	Not Significant
		Urban	225	30.73	4-19		
4.	Type of Institution	Aided	118	30.77	4.26	2.547	**Significant**
		Self-finance	292	29.35	4.63		

Consumer Awareness and Gender

The calculated 't' value (3.305) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **asignificant difference** between male and female B.Ed. college students from Madurai district in terms of in consumer awareness. It is also finding that male students possess higher consumer awareness than female students.

Consumer Awareness and Major Subjects

Arts vs Science

The calculated 't' value (-0.349) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference** between arts and science B.Ed.students from Madurai district in terms of consumer awareness.

Arts vs Others

The calculated 't' value (-2.392) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **asignificant difference** between arts and other subject B.Ed. college students from Madurai district in terms of in consumer awareness. It is also finding that other subject B.Ed. students possess higher consumer awareness than arts students.

Arts vs Others

The calculated 't' value (-2.172) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **asignificant difference** between science and other subject B.Ed. college students from Madurai district in terms of in consumer awareness. It is also finding that other subject B.Ed. students possess higher consumer awareness than science students.

Consumer Awareness and College Locality

The calculated 't' value (0.088) is **lesserthan** the table value (1.96) at 0.05 level of significance. This shows that there is **nosignificant difference** between rural and urban college B.Ed.students from Madurai district in terms of consumer awareness.

Consumer Awareness and Type of Institution

The calculated 't' value (2.547) is **higher than** the table value (1.96) at 0.05 level of significance. This shows that there is **asignificant difference** between aided and self-financed B.Ed. college students from Madurai district in terms of in consumer awareness. It is also finding that aided college B.Ed. students possess higher consumer awareness than self-financed college students.

Hypothesis Verification

Out of the four independent variables involved in the study, three variables viz. Gender, Major subjects (Arts vs Others and Science vs Others), and Type of institution exerts a significant influence on consumer awareness among B.Ed. collegestudents. Hence the hypothesis is accepted.

Conclusion

The major conclusions emerged out of the study are presented below:

- Consumer awareness among B.Ed.college students in Madurai district is above the average level.
- Consumer awareness among B.Ed.college students in Madurai district dependent upon Gender, Major subjects (arts vs others & science vs others) and Type of institution.
- Consumer awareness among B.Ed.college students in Madurai district independent upon – Major subjects (arts vs science) and College locality.

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