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EDITORIAL...

The relationship between teaching and research is often assumed and just as often ignored. Research should influence teaching and vice versa, but the gulf between the two can at times seem large. Teachers use “research-based strategies” and yet such strategies may be presented to them stripped of the very sensitivity to context, analytic rigor, and thoughtful skepticism that are the hallmarks of quality research.

The researchers view themselves as teachers and teacher educators. As such, we bring to our work a keen awareness that classrooms are multi-dimensional and dynamic places and effective approaches to research honour human complexity, acknowledging the many influences that shape students’ learning and the differences among people, schools, and communities. We are likewise aware that using and conducting research well means being informed by a range of perspectives and empirical traditions as they address the particular challenges presented by communities, classrooms, and students.

The ultimate goal of research is to enable teachers, teacher educators, and institutions to make sound decisions about the educational activities and experiences that will best serve students. Decisions informed by research range from systemic matters such as the selection of standards and benchmarks or the evaluation of instructional and assessment programs at the national, state, and local level, to the individual decisions each teacher and teacher educator must make about her or his particular classroom.

The Present issue of the journal contains six research papers. We thank all the contributors and also invite researchers to send their articles to our journal.

Dr. A. R. Anandha Krishnaveni

Editor

CONTENTS

A STUDY ON THINKING STYLE AND ACHIVEMENT IN COMPUTER SCIENCE OF XI STANDARD STUDENTS

T.Balamurugan

Abstract

Thinking styles are the manner in which people organize or ponder their response and attitudes toward certain events or works. Responses it does not refer to their capacity. It is an issue of whether people want to respond or how they respond to event. The main aim of education is to develop pleasant personality of learner. Computer science in the real sense is science of present and future that helps in solving the problems of life need expectation it provides opportunities for the intellectual gymnastic of the man's inherent powers. The present study aims to study the thinking style and achievement in computer science of XI standard students.

Introduction

Thinking styles are the approach in which people organize or contemplate their response and attitudes toward certain events or works. Ultimately it develops the pupil thinking style with expected achievement particularly today's life focus on computer based education which leads to fast teaching and learning capability personality improvement of learner knowing new techniques and superior quality in teaching and learning process. Computer science education trains students to make and use measurements and includes the study and implementation of computer programming, algebra, statistics, geometry and calculus.

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Background of the study

Gafoor (2007) conducted study on "Does Present Education Favour Executive and External Styles of Thinking at the Expense of Achievement in Science?" This study based on Sternberg's theory of mental self-government (1997). Purpose: attempts to find out the preferred functions of thinking and scope of thinking among secondary school students and its impact on achievement in physics.

Dr. Vineeta,(2009) conducted study on **"**Thinking Styles of Adolescences In Relation To Their Personality" Results revealed that the Extrovert and introvert type of Adolescences did not exhibit significant differences in their all thinking styles namely - integrated, legislative, executive, judicial, monarchic, hierarchic, oligarchic, anarchic, global, local, internal, external, liberal and conservative style of thinking.

Technical terms

Thinking style

Thinking style helps to understand yourself and others. By developing the communication skills, you will be able to develop more effective working relationship thinking style is ideal for use in situation at work where strong relationship. Thinking style can also identify cultural cognitive preferences with in teams and organizations.

The five styles of thinking are:

1. Synthesis
2. Idealists
3. Pragmatists
4. Analysts
5. Realists

Achievement

Achievement means the extent to which the learner has learnt in the subject over a period of study. The achievement motives come from needs to pursue excellence, accomplish lofty goals or succeed on difficult tasks.

Statement of the Problem

The problem selected for the present study is entitled as "A STUDY ON THINKING STYLE AND ACHIEVEMENT IN COMPUTER SCIENCE OF XI STANDARD STUDENTS".

Objective

To find out the level of thinking style of XI standard students with respect to gender.

Hypothesis

There is no significant difference in the thinking style of XI standard students with respect to gender.

Population for the study

The population for the present study consisted of XI standard students in Rajapalayam Taluk.

Sample for the study

The investigator has randomly selected 300 XI standard students in Rajapalayam Taluk for the present study.

Research Tool

(i)Thinking style scale

The investigator has adopted a tool to collect data about a study on thinking style of computer science of XI standard students. The tool is constructed with three dimensions (i.e.) problem solving, working experience and learning environment.

Table 1

S.No	Dimensions	Item Numbers
1	Problem Solving	1-10
2	Working Experience	11-26
3	Learning Environment	27-41

Scoring Procedure

The students were requested to put a tick mark against one of the three alternatives (agree, undecided and disagree) that is appropriate to them. It contains both positive and negative items the

scoring are 1, 2 and 3 respectively. The negative statements are 24,25,26,33 and 40. The scoring procedure is given below.

Table 2
Scoring of Thinking Style Scale

Response	Score Value	
	Positive	Negative
Agree	3	1
Undecided	2	2
Disagree	1	3

(ii) Achievement Test

An achievement test scores in the half yearly examination of the sample has been taken into account.

Analysis and Interpretation of Data

Hypothesis-1

There is no significant difference between XI standard students in thinking style with respect gender.

Table 3
Mean and SD Scores of Thinking Style and its Dimension of XI Standard Students with Respect to Gender

Dimensions	Gender	N	Mean	S.D	Calculate 't' values	Remarks At 5% level
Problem solving	**Male**	148	26.21	2.472	**2.399**	**S**
	Female	152	25.45	2.965		
Working experience	**Male**	148	31.78	4.252	0.349	NS
	Female	152	31.62	3.597		
Learning environment	**Male**	148	38.53	4.110	1.276	NS
	Female	152	37.91	4.291		
Total	**Male**	148	15.70	4.703	**2.715**	**S**
	Female	152	14.30	4.177		

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

The calculated 't' value is greater than the table value in total. Hence the null hypothesis that there is no significant difference in the

thinking style of XI standard students with respect to gender is not accepted.

Hypothesis-2

There is no significant difference achievement in computer science of XI standard students with respect to gender.

Table 4
Difference between Achievements in Computer Science of XI Standard Students with Respect to Gender

Variables	Gender	N	MEAN	SD	Calculated 't' value	Remarks at 5% level
Achievement	**Male**	148	15.70	4.703	**2.715**	**S**
	Female	152	14.30	4.177		

(At the 5% level significant the table value is 1.96)

The calculated 't' value is greater than the table value. Hence there is significant difference in the achievement computer science of XI standard students with respect to gender.

Hypothesis-3

There is no significant relationship between thinking style and achievement in computer science of XI standard students with respect to male.

Table 5
Relationship between Thinking Style and Achievement in Computer Science of XI Standard Male Students

Thinking style and achievement in computer science	N	Σx	Σy	Σx^2	Σy^2	Σxy	Calculated value of 'γ'	Remarks at 5% level
	148	14284	2323	1388814	39713	224972	0.133803	NS

(At the 5% level significant the table value of **'γ'**0.159)

It is inferred from the above table that there is no significant relationship between thinking and style and achievement in computer science of XI standard male students. Therefore, the null hypothesis

there is no significant relationship between thinking and style and achievement in computer science of XI standard male students is accepted. Hence there is no significant relationship between thinking and style and achievement in computer science of XI standard male students.

Hypothesis-4

There is no significant relationship between thinking style and achievement in computer science of XI standard students with respect to female.

Table 6
Relationship between Thinking Style and Achievement in Computer Science of XI Standard Female Students

Thinking style and achievement in computer science	N	Σx	Σy	Σx^2	Σy^2	Σxy	Calculated value of 'γ'	Remarks at 5% level
	152	14437	2174	1381165	33728	206668	0.035364	NS

(At the 5% level significant the table value of 'γ' 0.159)

It is inferred from the above table that there is no significant relationship between thinking and style and achievement in computer science of XI standard female students. Therefore, the null hypothesis there is no significant relationship between thinking and style and achievement in computer science of XI standard female students is accepted. Hence there is no significant relationship between thinking and style and achievement in computer science of XI standard female students.

Conclusion

Thinking style is a running point in an individual life. Therefore cerebral dominance and thinking style are very closely related thinking style refers to the knowledge attained or skills developed in the school subjects, usually designed by tests art and craft creative works and especially practical given by the teachers or by

different concepts assigned teachers. Hence the investigator has done this research.

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"PARENTAL INSPIRATIONS AND ACADEMIC ACHIEVEMENT AMONG IX STANDARD STUDENTS IN VIRUDHUNAGAR DISTRICT"

S. Indira

Abstract

This current research aims to study the parental inspirations of school students. That is, parenting is not something we do to children; it is something we do with children. Parenting is not an action, it is an interaction. In other words, parenting is the process of raising and educating a child from birth until adulthood. It has recently become a very popular topic due to the necessity of clarifying the process of upbringing a child at home by parents as the opposite to the formal education of a child at school. A teacher-student relationship is different than the parent–child relationship. Finally analyze the social maturity and achievement in science school students. The objective of the present investigation was to study the parenting styles of IX standard students. This study may be found to be useful in the field of education.

Introduction

Education has been a part and parcel of human life from the beginning because it implies cultivation of the mind to make life tolerable and acquisition of skills for making it possible. Today, education has become the basic necessity of human beings. This is why everyone is keen to learn and educate him or herself as education equips him or her with the knowledge necessary to face the challenges of life. Education today is the foundation on which the pillars of modern society rest.

Asst. Prof. in English, Srimathi Sakkaniamma College of Education for women, Rajapalayam, Virudhunagar district

Background of the study

The investigators have reviewed a few studies.

Lourdusamy and Sadanandan (2010) conducted a study on high level of parental influence and there was significant relationship between academic achievement and parental influence of higher secondary students.

Vijayal and N.Premkumari (2009) conducted a study on "impact of parents' education on the learning problems of high school student". There was significant difference in the learning problems in chemistry of high school students with regard to fathers' occupation.

Technical terms

Parenting Inspirations

By the term 'parenting inspirations' the investigator means an important dimension of parenting which parents use when they interact with their children.

Academic Achievement

The main purpose of measuring the academic achievement of students is to ascertain the degree to which the educational objectives are being realized. Academic achievement is used in the investigation implies the marks or scores obtained by IX standard students in the test.

IX Standard Students

Students who are studying IX standard in the high schools of Virudhunagar district, TamilNadu.

Statement of the Problem

"PARENTING INSPIRATIONS AND ACADEMIC ACHIEVEMENT OF IX STANDARD STUDENTS".

Objective

To find out the significant difference in the parenting inspirations and its dimensions and Academic achievements among IX standard students with reference to the background variables such as a) gender b) location of school.

Hypothesis

There is no significant difference in the parenting inspirations and its dimensions among IX standard students with reference to the background variables such as a) gender b) location of school.

Methodology

The investigators had employed descriptive method using survey as a technique and stratified random sampling to draw the sample.

Population for the Study

Population is the total collection of all cases in which the researcher is interested in or a complete group of entities sharing some common set of characteristics. The population for the present study consisted of IX standard students in Virudhunagar district.

Sample for the Study

According to John W. Best and James V. Kahn (1980), "A sample is a small proportion of a population selected for observation and analysis." The investigator has randomly selected 300 IX standard students in Virudhunagar district for the present study.

Research tool

Parenting inspirations scale developed by Jerald David (2010).

Table 1

S. No.	Type of value	Number of items
1.	Authoritative	5, 8, 14, 16, 21, 24
2.	Authoritarian	1, 3, 6, 9, 19, 22,25
3.	Neglectful	2, 7, 10, 12,15,17,26
4.	Indulgent	4, 11, 13, 18, 20, 23,27

Analysis and Interpretation of Data

Hypothesis - 1

There is no significant difference between parental inspirations and its dimensions of IX standard students in terms of gender.

Table 2

Difference between Parental Inspirations of IX Standard Students in Terms of Gender

Dimensions	Gender	N	Mean	S.D	Calculated 't' value	Remarks
Authoritative	Male	159	14.28	1.926	0.349	NS
	Female	141	14.21	1.911		
Authoritarian	Male	159	19.14	2.166	0.728	NS
	Female	141	19.30	1.797		
Neglectful	Male	159	18.21	2.424	1.804	NS
	Female	141	18.70	2.255		
Indulgent	Male	159	17.75	1.898	0.506	NS
	Female	141	17.87	2.128		
Parental inspirations in total	Male	159	69.38	*6.089*	1.045	NS
	Female	141	70.08	*5.416*		

(At 5% level of significance, the table value 1.96)

It inferred from the above table that there is no significant difference between male and female in their parental inspirations.

Hypothesis – 2

There is no significant difference between parental inspirations and its dimensions of IX standard students in terms of locality of school.

Table 3

Difference between Rural and Urban IX Standard Students in their perception of Parenting inspirations and its Dimensions

Parenting styles and its dimensions	Rural (N=240)		Urban (N=120)		Calculated 't' Value	Remarks
	Mean	S.D	Mean	S.D		
Authoritative	13.92	1.94	13.53	1.93	1.78	NS
Authoritarian	19.13	1.89	19.41	1.71	1.38	NS
Neglectful	18.41	2.11	19.23	2.06	**3.48**	**S**
Indulgent	17.24	2.23	17.63	1.78	1.64	NS
Parenting styles	68.70	5.25	69.79	4.24	**1.98**	**S**

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

It inferred from the above table that there is significant difference between rural and urban students in their parental inspirations.

Hypothesis -3

There is no significant difference between academic achievement of IX standard students in terms of gender.

Table 4
Difference between Academic Achievements of IX Standard Students in terms of Terms of Gender

Variable	Gender	N	Mean	S.D	Calculated 't' value	Remark
Academic achievement	Boys	159	331.97	65.814	1.088	NS
	Girls	141	340.19	64.891		

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

It is inferred from the above table that there is no significant difference between boys and girls in their academic achievement.

Hypothesis -4

There is no significant difference between academic achievements of IX standard students in terms of location of school.

Table 5
Difference between Academic Achievement of IX Standard Students in terms of Terms of Location of School

Variable	Location of school	N	Mean	S.D	Calculated 't' value	Remark
Academic	Rural	187	322.32	64.675	**4.849**	**S**
achievement	Urban	113	358.20	60.521		

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

It is inferred from the above table that there is significant difference between rural and urban school IX standard students in their academic achievement.

Hypothesis -5

There is no significant relationship between parental inspirations and academic achievement of IX standard students.

Table 6
Relationship between Parental Inspirations and Academic Achievement of IX Standard Students

Parental inspirations and academic achievement	Calculated 'γ' value	Remark
	0.1437	NS

(At 5% level of significance for 358 df, the table value of 'γ' is 0.088)

It is inferred from the above table that there is no significant relationship between parental inspirations and academic achievement of IX standard students.

Results and discussions

There is significant difference between rural and urban IX standard students in their perception of neglectful and parenting style. The urban students are better than the rural students. This may be due to the fact that the approaches of rural and urban area parents are entirely differ from one another. The parents from rural area are highly insisting on traditional approaches, but the parents from urban area, are supports their fashionable and trendy approach. So, the parents from rural area are affectionate with their children than the parents from urban area.

There is significant difference between rural and urban IX standard students in their academic achievement Rural school students are better than Urban school students. This may be due to fact that rural students are follow their systematically format of the government.

Conclusion

The present study focuses on the parental inspirations and academic achievement of IX standard students. The investigator feels that this study is the need of the hour to bring about the desirable change in the minds, attitude, behavior and parental inspirations of the parents through the valuable guidance and educational ministries. The present study is unique to explore how far the parental inspirations influence the academic achievement of IX standard students.

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ISSUES, PROBLEMS AND PROSPECTS OF WOMEN IN HIGHER EDUCATION

Dr. J. Jayachithra

Abstract

Education in India, especially higher education in India is indeed one amongst other elements which has captured the world's attention. The basic argument which is given for Women Higher Education is not that Higher Education for Women is different from that of Men. The main thrust is that in the field of Higher Education, Women should also be equal partners. There are many education issues facing women, and although many of them are now recognized and are improving, there's still a long way to go. Much of society is still geared towards thinking that women should ultimately become mothers, and therefore be responsible for looking after the children. There is still some evidence of sex discrimination in college courses and high school choices, which results in women not being as prepared as men for the more prestigious, well paid occupation, but there are many initiatives which are seeing the gap close, largely due to the determination of today's modern women. Indian Muslims are facing various socio-economic problems in today's age, which has to be understood in terms of their educational background. Career orientation offices and graduate placement services should adopt special measures to ensure that women students are fully informed of opportunities and obstacles with regard to gender in different professions. Clear trends to strengthen the empowerment of highly qualified women are visible in the fields of research, training, advocacy and networking and must be further strengthened.

Assistant Professor in Physical Science, Yadava College of Education Madurai. Tamil Nadu

Introduction

Education in India, especially higher education in India is indeed one amongst other elements which has captured the world's attention. The Vadas, Puranas, Ayurveda, Yoga, Kautilya's Arthasasthra are some of the significant traditional Indian knowledge system which even today, India can boast of. It is certainly not an overstatement to say that the history of higher education in India is long, pregnant with its copious past.

The basic argument which is given for Women Higher Education is not that Higher Education for Women is different from that of Men. The main thrust is that in the field of Higher Education, Women should also be equal partners. The commission on the Higher Education for Women, University of Madras in 1979 has rightly observed: "for Women and men college education is necessary for character formation, ability to earn, creative self-expression and personal development".

A closer analysis of higher education statistics reveals the nature of the problem in different socio-cultural and economic contexts. In general, women's enrolment has improved and may even exceed those of men. Moreover, certain countries have clearly made a strong commitment to facilitating the access of women to higher education.

Impediments for Higher education

There are many education issues facing women, and although many of them are now recognized and are improving, there's still a long way to go.

Education starts from the minute a baby is born, and from the minute they enter the world, kicking and screaming, there are differences between the ways a baby girl is treated from a baby boy.

Maybe not so much these days, with so much emphasis on equality, but without even knowing it, many parents still actually discriminate between the sexes of their children, from the toys they are given and the 'action songs' they are taught. We still expect our little girls to be sweet, and our little boys to prosper in a good old game of 'rough and tumble.' Dollies and toy cars!

Discrimination against Women in Education

Even with all the equality movements which women have fought so hard for over the decades, cultural norms still dictate many education issues. Much of society is still geared towards thinking that women should ultimately become mothers, and therefore be responsible for looking after the children. Many women, therefore, pursue an education which leads to an occupation allowing for long periods of absence, to give them the opportunity to stay at home and be full time moms. His ultimately leads to many women being unable to earn anywhere near salary expected by a male counterpart, as they are employed in more sex-stereotyped, low status occupation.

Education Issues for Women-Teaching Boys and Girls differently

Many teachers, without even giving it a second thought, adapt different teaching methods for the boys and girls in their classes. Whereas boys are often given more attention, helping them to become more social and develop leadership skills, girls are often quieter and subconsciously learn to be passive and submit to the boys. Thus, both sexes are becoming socialized and learning their expected adult roles.

Responsibilities

There is still some evidence of sex discrimination in college courses and high school choices, which results in women not being as prepared as men for the more prestigious, well paid occupation, but there are many initiatives which are seeing the gap close, largely due to the determination of today's modern women. However, can women ever really rid themselves of these education issues; after all, they are still expected to take chief responsibility for many domestic tasks, regardless of their job or contribution to the annual income.

Problems faced by Muslim Women to attain Higher Education

India is a land of diversity with different linguistic, ethnic, religious, groups and has a unique feature of 'unity in diversity'. Indian culture is distinct and each ethnic group has the liberty to maintain their religious identity. Among the different religious groups in India Muslims constitute the largest minority group i.e. 13% of the India's total population.

Muslim society of India is very heterogeneous in nature because of the influence of caste system, which has led to Indianisation of Islam. Indian Muslims are facing various socio-economic problems in today's age, which has to be understood in terms of their educational background.

We want to emphasis through this discussion the problem of the educational backwardness of Muslim Women. There are various reasons for Muslim women being educationally backward which include economic, social and cultural causes.

In general, women are the most vulnerable section of our Indian society due to its patriarchal nature. Muslim women suffer more because of the patriarchal nature of Islam and are not given enough freedom and hardly have access to higher education, though even the primary level education is not easily accessible to them.

They have more emphasis on Quranic education which is given at home to the girls and thus they are discouraged to go outside the home in the name of education.

Match fixing within the kinship creates distraction among young girls and they lose the zeal to achieve something through education and thus they themselves do not have academic interest. If at all they are fortunate enough to go a good school, they are often discouraged to go for higher education, especially overseas. The most important reason is that there is difficulty in finding educated groom if the girl becomes highly educated. The problem is even more severe if the girl has studied overseas therefore. There is often misconception regarding the "purity" of girls if they have studied in Universities, or have traveled abroad.

Women are conditioned to such an exploitative in their lives and accept laws passed by religious leaders. The only solution to liberate them from the shackles of ignorance, illiteracy, exploitation is through education.

Main Factors Influencing Women's Success & Failure in Completing Higher Education

Research has unveiled the fact that there are few influencing factors which supports in the success and failure in completing higher education in women.

Success

- Women are strongly motivated to succeed in the education stream.
- The merit basis of the education system permits females to excel.
- Prejudice against women's education has been reduced. Higher Education has come to be considered equivalent to a bride's "dowry".
- Women's universities promote women's Higher Education.
- Women's expectations for education based employment are high.
- Some Higher Education courses provide scholarship facilities for women.
- Female students have been provided with residential in some areas.

Failure

- Female students have difficulties in access to transport facilities in general.
- Sexual harassment as well as occasional student violence hinder female students completion of higher education.
- Marriage in many cases leads to early withdraw.
- Gender stereotyping inhibits completion of studies.
- Financial constraints can cause withdrawal from the education stream.
- Part-time work to earn living interferes with studies.

Recommendations

The world is moving towards greater democracy and market-oriented policies in an effort to improve human development. In this

climate, more opportunities should be provide for women to obtain executive appointments. The efforts of specialized agencies, of women's group and the resolutions of international conference all contribute towards the recruitment of women for such positions.

Clear trends to strengthen the empowerment of highly qualified women are visible in the fields of **research, training, advocacy and networking** and must be further strengthened. These operate both in the higher education domain itself and also in professional activities. The spin-off effects resulting from increased access and participation are life-long and have flow-on benefits for women in all social groups.

Institution should set up a senior committee to ensure that goals concerning gender equality are attained.

Equal Employment Opportunity Offers should be established in universities and higher education institutions to monitor the progress of women academic and administrators (e.g. appointment to chairs, HOD posts, senior management posts etc.)

Career orientation offices and graduate placement services should adopt special measures to ensure that women students are fully informed of opportunities and obstacles with regard to gender in different professions.

Higher education institutions and NGOs (notably those representing women and students) should make optimal use of role models and pathfinders as a means to inform and advise women students concerning their career choice. Special attention should be given to fields where women are underrepresented (e.g. sciences, engineering)

Conclusion

In conclusion, what is now required is a common vision of social and human development shared by men and women alike. This vision is to be based on social justice which accords women their rightful place in the decision making process.

If the status of Women in Higher Education should be improved, the there must be adequate focus to the issues pertaining to the various aspects concerning it. All the stakeholders must be

sensitized towards this issue with an objective mind, rather than to subjectively look into the issue as a mere Women Issue.

There is an old saying, "If you Educate a Women, You Educate a Whole Society". Let us then strive to empower our women with excellent opportunities which is enriching, so that they continue to empower the society and the generations to come.

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BRIEF RESEARCH STUDY OF SELF PERCEPTION ON FEMALE COLLEGE STUDENTS

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Abstract

It is found out after careful examining the result of self perception among athletes can very effectively made use of in the process of their excellent performance has been increased. The following study is given on the basis of a study in finding out the performance among female college learners. Sampling for this research has been taken as 185 female college learners among 185, 95 from sports participants and 90 non sports participants. Data was collected and statistically calculated and examined for all ten components of differential self-perception along with the overall self perception. The result produced has given a conclusion that sports participants were significantly better than other set experimental.

Introduction

Now a days the increased percentage of intelligence of girl students in ranking and scoring high marks in the subjects as the first three ranks in the state have been achieved by them. This created researcher to have a study on the topic of the study. They can perform well in sports too if given proper practice and in their sound health and physic condition with special care.

The above said ten components to be carried out by them are

1. The mood of the authors.
2. The state of healthy condition.
3. Motivational types.
4. Attitudes
5. Expressions of behaviour in different situations

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6. Understanding of one's self nature
7. Self confidence
8. Self awareness
9. Strong hope
10. Physical abilities

Review of Sports Psychologist

Allport (1961) Self is "a warm central region of our life. It plays crucial part in our consciousness too both in personality and in our organism. It is considered as a core human being". As per the kinds to view self – concept, self estimation, self image, self awareness and some. These are terms commonly used .When compared the above said, self concepts have been carried out to find the range of self esteem by comparing this among non sports participants and sports participants.

Relative Literatures

The literature of **Higgins (1980), Mahoni (1989), Davis (1989)** are showed and revealed overall Higher level of self concept among athletes. The positive relationship between sports participants and non participant's exists. Here it seems to be lack of self perception among the aforesaid.

The above said personality's suggestions created the researcher's trial to find out and established self perception among the sports persons who participate and non participates.

Methods and Tools for the Study

The selected group is female college learners within the age group of 19 to 24. All of them have been put under semantic differential scale of OSGUD et.al 1967 was followed. This scale had found confident of reliability of 0.85. The first scale is related to "Myself as I am" and the second with "Myself as I would be". The difference of scores had been indicated the level of perception.

The eight point scale is asked to use on one group and ten point scales is asked to use on ten pairs based on the non participants

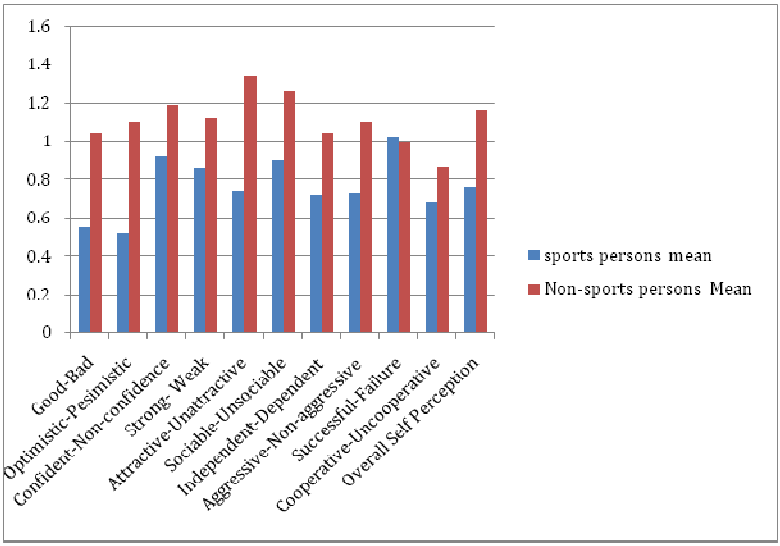
in sports given by RUSENBEG (1965). The given ten pairs are good-bad: optimistic - pessimistic: confidence-non confidence and so on.

Analysis of Data

Table

Components	**Sports Persons**		**Non -Sports Persons**		**'t' - Value**
	Mean	**SD**	**Mean**	**SD**	
Good-Bad	0.55	0.66	1.04	1.13	13.45
Optimistic-Pessimistic	0.52	0.68	1.10	1.11	18.10
Confident-Non-Confident	0.92	0.94	1.19	1.15	2.88
Strong-Weak	0.86	0.80	1.12	0.94	4.03
Attractive-Unattractive	0.74	0.79	1.34	1.29	14.48
Sociable-Unsociable	0.90	0.01	1.26	1.05	5.92
Independent-Dependent	0.72	0.84	1.04	1.17	4.53
Aggressive-Non-Aggressive	0.73	0.81	1.10	1.17	6.04
Successful-Failure	1.02	0.99	1.50	1.26	7.88
Cooperative-Uncooperative	0.68	0.99	0.87	1.11	1.56
Overall self perception	0.76	0.84	1.16	1.14	14.55

Significant difference was found between sports person and non sports persons in their self perception. It may be concluded without optimistic approach one cannot win.



So all other components have exhibited significantly higher and better than each other group. As there are other factors such as physical fitness, intention to attain physical fitness.

Finally as found in the figure the sports person have revealed their superiority over the non sports persons on the overall self perception.

Conclusion

It is personally perceived as well as socially perceived self esteem among the players of experimental group who had participated in the mental stimulation training program their skills are compared to the controlled group also. The research of the present study have brought the fact that participation in sports gives certain amount of self satisfaction that helps in developing self perception among female athletes too.

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TECHER'S ROLE IN QUALITY EDUCATION

Ms.M.Sugumari

Abstract

Higher education institution is determined and assessed by not only the infrastructure and quality of teachers and students but also, to a larger extent, by the innovative best practices, traditions and its response to the civil society in and around its campuses. Transfer of learning has been described as the ultimate aim of teaching (Macaulay, 2000) Transfer to a phenomenon in which something learned in one situation is carried over to another. The student capability to recall what he learned in the teaching Learning process always depends upon only by chance Generally student wants to utilize the information which he obtained in class room in real life situation.

Introduction

Inside the daily reality of classrooms and educational establishments, the promotion of quality education for all young people sharply brings to light problems concerning the role of the teacher and other education providers: their recruitment, the adequacy of their profile and function, their training, and their social recognition and status. It is evident that a sufficient number of competent teachers are required in order to improve the quality of educational processes.

Teaching is a complex profession

The image of the teacher as a specialist in a specific subject who stands alone in front of the class is still a reality today in many contexts, particularly at the secondary level. However, this perception of the role of teachers no longer matches the demands of teaching and the expectations that are made with regard to the education of young people.

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Even if the teaching profession has preserved an element of permanency, regardless of time period or education level, many elements have changed and are continually changing: knowledge and ways to access it, the influence of the media and of ICT's, societal demands, the social environment, the students themselves, etc. The teacher is moving away from being a "transmitter of knowledge" and led more and more towards becoming a "mediator in the construction of knowledge", a facilitator and, even at times, a social worker. He or she must also foster the development of social skills and create a learning environment that will encourage young people to learn to live together and to become responsible citizens. Faced with expanding access to secondary education, the growing heterogeneity of students, the redefinition of objectives, learning content, working methods and evaluation, the rising autonomy of educational institutions, the increasing participation of young people in decision making at the school level, and so on, there are some who do not hesitate to speak about a "new teaching profession", which has become much more demanding and complex.

Ten competences for teaching

1. Organizing student learning opportunities
2. Managing student learning progression
3. Dealing with student heterogeneity
4. Developing student commitment to working and learning
5. Working in teams
6. Participating in school curriculum and organization development
7. Promoting parent and community commitment to school
8. Using new technologies in their daily practice
9. Tackling professional duties and ethical dilemmas; and
10. Managing the own professional development.

This list is quite impressive and one could ask whether an individual alone, regardless of personal qualities and training, could reasonably be expected to take on such a complex role.

Recruiting quality teachers

An education system that aims to offer a quality education for all young people should be able to count on teachers who are well trained and adequately paid. Further, they should be capable of independently following the evolving processes and structure of knowledge, and have the necessary competencies to take into account the growing interdependencies at both the global and local levels that impact on schools. Many countries are suffering from a serious shortage of teachers, or at least of teachers who are qualified in particular subject areas. There are numerous obstacles that frequently challenge the presence of well-trained, competent teachers in classrooms, for example, low wages, precarious social status, heavy workload, large class sizes, limited prospects for professional advancement, etc. Many systems are bearing witness to an aging secondary teaching staff, which further accentuates the cultural distance between students and those who are responsible for their education; female representation is often very unequal as well. Moreover, the attractiveness of the teaching profession to competent young people is lessening in favour of higher revenue professional opportunities. All over the world, too many young people are leaving the formal education system having lost the motivation to learn, and consequently, the desire to teach. In certain countries, teachers are leaving their profession early on, in favour of more advantageous working conditions and career prospects. In other countries, as a response to the shortage, there is a call even for teachers who have not had adequate training such as volunteers “vacataires”, junior teachers, etc.

Pre-service and in-service teacher training

At all levels, teaching is increasingly being considered as a real profession and not simply as a talent. This recognition thus necessitates a sound professional training and the acquisition of skills well beyond those related to subject knowledge. The criteria for initial training, recruitment, integration and in-service training concern all teachers, but particularly those in the post-primary level. Some subjects that teachers were initially trained in are disappearing.

Consequently, teachers need to be redeployed to accommodate the changing roles and functions within the teaching system. New learning areas are also emerging. Health promotion, HIV/AIDS prevention, sex education, and life skills training, which in the past rarely or never appeared in schools, now imply different approaches to teaching and learning based on strong human relations and interpersonal skills. Within this perspective, the recourse to new technologies is not an adequate response. In general, the demands of the "new teaching profession" require the acquisition of skills that are much larger in scope than those necessary to simply transmit knowledge. Some trends that can be observed at the level of pre-service training include, on the one hand, longer duration of training, and on the other, a qualitative improvement towards: "professionalization", a better balance between theory and practice, broadening pedagogical and didactic skills, creating links to research, utilizing new technologies, etc. However, it seems that there still is not enough place given to, inter alia, self-evaluation, interpersonal and communication skills, interdisciplinary approaches, dialogue, team work, and "collective professionalism". Some people have even gone as far as proposing that it would be better to invest less in initial teacher training and to place more emphasis on ongoing professional development. Certain recent studies indicate that teachers tend to reproduce the pedagogical styles that they experienced as students rather than the ones they acquired during their teacher training.

Ensuring support for teachers

One might expect that teachers themselves are committed to improving the quality of education, have a professional ethic, and feel responsible for their own continual professional development both as a right and a duty. However, often there is a disparity– and sometimes a complete division – between the expectations of the school public (and parents or society) and the way in which teachers believe that they should practice their profession. At times isolated, overworked, living in precarious conditions and facing difficult classes, teachers also need a decent status, support and recognition of their irreplaceable role; they need this from public officials, parents, students, and society as a

whole. They also need to create a community amongst themselves and to be able to count on the support of effective and responsible professional associations.

Conclusion

No society can prosper and flourish without education. Innovative methods of teaching are in increased demand as it involves the participation of students and makes easier for them to learn things other than theory books. It also encourages students to increase their knowledge and also develop their creative skills. It is said that quality of a nation is judged by the quality of its citizens. Quality of citizens directly depends on the system of education of the nation which in turn is determined by quality of teachers.

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