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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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Affiliated to Tamil Nadu Teachers Education University, Chennai)**

Anand Nagar, Krishnankoil-626 126

Srivilliputtur Taluk, Virudhunagar District

Phone: (04563) 289 312 Fax: (04563) 289 322

E-mail: akceducation@rediffmail.com

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DECISION MAKING ABILITY OF HIGHER SECONDARY STUDENTS

¹ Dr.A.R.Anandha Krishnaveni

Abstract

Decision making plays a vital role in the life of students. It diverts the students from falling into the trap that manages the students and saves their career life. The ability to distinguish between choice and needs plays a vital role in the life of students. It promotes self-determination on how to make good decisions and choices. In this study the investigator has used simple random technique. By this technique 300 students were selected. This sample consists of 129 male and 171 female students. The sample data were collected from 10 higher secondary schools in Virudhunagar district. The investigator has used decision making ability scale for higher secondary students developed by Mrs.Madaselvi and Dr.Amaladoss Xavier (2014). The tool consists of 24 positive statements and only one negative statement. Each of the items was rated on a five point scale. The investigator found out there is no significant difference in type of school and nature of school in all the seven dimensions and total decision making ability.

Introduction

Decision making is one of the most important functions of management “The word ‘decision’ is derived from a Latin word ‘Decis’ which means cutting away or cutting off to come to a conclusion”. This word itself means that a single thing is to be brought into an action by cutting off many other things that look alike. Thus decision making means choosing one alternative from available many options. Naturally it is a tough work and this is based on one’s mental ability. Decision making plays a vital role in the life of students. It diverts the students from falling into the trap that manages the students and saves their career life. The ability to distinguish between choice and needs plays a vital role in the life of students. It promotes self-determination on how to make good decisions and choices.

Significance of the Study

The modern concept of education is rational and scientific in its approach and stress on the need of education for all. Today educations have become one of the basic necessities of human life like food, clothing and shelter. As a result, the number of environment has been increasing on the one hand and the number of educational institution has also been increasing on other hand. This is very true in the case of school education. In fact, school education has a great value in terms of individual, social and national life. In recent times, these has been a change in the aspiration of young person’s i.e., both men and women are in a hurry of finish their school studies and go to higher education.

Decision making is a type of reasonable reflective that is aimed deciding what to relive or what to do. It is a way of deciding whether a claim is always true, or sometimes true, or partly true or false. In current scenario the present curriculum doesn’t have adequate scope for developing skills. It is only cognitive oriented. The true education largely depends upon the minds of the learners with endless power. The human mind is also prone to form many errors. A decision therefore becomes necessary to protect our children from a life.

Method of Study

In this study the investigator has used simple random technique. By this technique 300 higher secondary school students were selected. This sample consists of 129 male and 171 female higher

¹ Principal, Arulmigu Kalasalingam College of Education, Krishnankoil,
Virudhunagar District, Tamilnadu

secondary school students. The sample data were collected from 10 higher secondary schools in Virudhunagar district. The investigator used decision making ability scale for higher secondary school students developed by Mrs.Madaselvi and Dr.Amaladoss Xavier (2014). The tool consists of 24 positive statements and only one negative statement. Each of the items was rated on a five point scale. Thus the maximum scoring possible in the questionnaire is 125 and the minimum scoring is 25. The options were: 1.Always 2.Often 3.Some times 4. Rarely and 5.Never of the content.

Operational Definitions

a) Decision Making Ability

In this study decision making ability is refers to higher secondary students' beliefs about his /her ability to succeed in specific situation such as their learning and facing the examination.

b) Higher Secondary Students

Students who are studying XI and XII standard they are all called as higher secondary students.

Objectives of the Study

1. To find out the level of decision making ability and its dimensions of higher secondary school students with respect to type and nature of school.
2. To find out significant difference if any in the decision making ability and its dimensions of higher secondary school students with respect to type and nature of school.

Descriptive Analysis

1. To find out the level of decision making ability of higher secondary school students with respect to type of school.

Table 1

Dimensions/ Variable	Type of school	Low		Average		High	
		N	%	N	%	N	%
Distinctiveness	Government school	29	13.9	146	69.9	34	16.3
	Government aided school	12	15.8	48	63.2	16	21.1
	Self-finance school	2	13.3	11	73.3	2	13.3
Hesitance	Government school	42	20.1	121	57.9	46	22.0
	Government aided school	12	15.8	52	68.4	12	15.8
	Self-finance school	4	26.7	7	46.7	4	26.7
Optimizing	Government school	36	17.2	135	64.6	38	18.2
	Government aided school	9	11.8	53	69.7	14	18.4
	Self-finance school	4	26.7	11	73.3	0	0
Principle based	Government school	45	21.5	131	62.7	33	15.8
	Government aided school	15	19.7	50	65.8	11	14.5
	Self-finance school	1	6.7	11	73.3	3	20.0
Social Resistance	Government school	55	26.3	123	58.9	31	14.8
	Government aided school	18	23.7	42	55.3	16	21.1
	Self-finance school	3	20.0	8	53.3	4	26.7
Control	Government school	35	16.7	143	68.4	31	14.8
	Government aided school	17	22.4	47	61.8	12	15.8
	Self-finance school	1	6.7	13	86.7	1	6.7
Holistic	Government school	48	23.1	83	39.9	77	37.0
	Government aided school	22	28.9	29	38.2	25	32.9
	Self-finance school	3	20.0	11	73.3	1	6.7
Decision making ability in total	Government school	40	19.1	129	61.7	40	19.1
	Government aided school	15	19.7	46	60.5	15	19.7
	Self-finance school	1	6.7	12	80.0	2	13.3

It is inferred from the above table that, the large percentage of Government school higher secondary school students have average Distinctiveness (69.9%), Hesitance (57.9%), Optimizing (64.6%), Principle based (62.7%), Social Resistance (58.9%), Control (68.4%), Holistic (39.9%), Decision making ability in total (61.7%).

It is inferred from the above table that, the large percentage of Government aided school higher secondary school students have average Distinctiveness (63.2%), Hesitance (68.4%), Optimizing (69.7%), Principle based (65.8%), Social Resistance (55.3%), Control (61.8%), Holistic (38.2%), Decision making ability in total (60.5%).

It is inferred from the above table that, the large percentage of Self-finance school higher secondary school students have average Distinctiveness (73.3%), Hesitance (46.7%), Optimizing (73.3%), Principle based (73.3%), Social Resistance (53.3%), Control (86.7%), Holistic (73.3%), Decision making ability in total (80.0%).

2. To find out the level of decision making ability of higher secondary school students with respect to nature of school.

Table 2
Level of Decision Making Ability of Higher Secondary School Students
with Respect to Nature of School

Dimensions/ Variable	Nature of school	Low		Average		High	
		N	%	N	%	N	%
Distinctiveness	Boys	6	22.2	14	51.9	7	25.9
	Girls	12	17.1	45	64.3	13	18.6
	Co-education	25	12.3	146	71.9	32	15.8
Hesitance	Boys	4	14.8	11	40.7	12	44.4
	Girls	12	17.1	42	60.0	16	22.9
	Co-education	42	20.7	127	62.6	34	16.7
Optimizing	Boys	5	18.5	19	70.4	3	11.1
	Girls	12	17.1	48	68.6	10	14.3
	Co-education	32	15.8	132	65.0	39	19.2
Principle based	Boys	4	33.3	6	50.0	2	16.7
	Girls	45	15.6	193	67.0	50	17.4
	Co-education	49	16.3	199	66.3	52	17.3
Social Resistance	Boys	5	18.5	17	63.0	5	18.5
	Girls	16	22.9	42	60.0	12	17.1
	Co-education	55	27.1	114	56.2	34	16.7
Control	Boys	2	7.4	17	63.0	8	29.6
	Girls	15	21.4	45	64.3	10	14.3
	Co-education	36	17.7	141	69.5	26	12.8
Holistic	Boys	5	18.5	9	33.3	13	48.1
	Girls	21	30.0	24	34.3	25	35.7
	Co-education	47	23.3	90	44.6	65	32.2
Decision making ability in total	Boys	2	7.4	17	63.0	8	29.6
	Girls	15	21.4	42	60.0	13	18.6
	Co-education	39	19.2	128	63.1	36	17.7

It is inferred from the above table that, the large percentage of boys higher secondary school students have average Distinctiveness (51.9%), Hesitance (40.7%), Optimizing (70.4%), Principle based (50.0%), Social Resistance (63.0%), Control (63.0%), Holistic (33.3%), and Decision making ability in total (63.0%).

It is inferred from the above table that, the large percentage of girls higher secondary school students have average Distinctiveness (64.3%), Hesitance (66.0%), Optimizing (68.6%), Principle based (67.0%), Social Resistance (60.0%), Control (64.3%), Holistic (34.3%), and Decision making ability in total (60.0%).

It is inferred from the above table that, the large percentage of co-education higher secondary school students have average Distinctiveness (71.9%), Hesitance (62.6%), Optimizing (65.0%), Principle based (66.3%), Social Resistance (56.2%), Control (69.5%), Holistic (44.6%), and Decision making ability in total (63.1%).

Differential Analysis

1. There is no significance difference in decision making ability of higher secondary school students with respect to type of school.

Table 3
Significance Difference in Decision Making Ability of Higher Secondary School Students
with Respect to Type of School

Dimensions/ Variable	Source of variation	Sum of squares	Df	Mean square	Calculated 'F' Value	Remarks at 5% Level
Distinctiveness	Between Groups	2.75	2	1.37	0.21	NS
	Within Groups	1964.65	297	6.62		
Hesitance	Between Groups	0.11	2	0.05	0.01	NS
	Within Groups	3434.49	297	11.56		
Optimizing	Between Groups	9.42	2	4.71	1.59	NS
	Within Groups	878.37	297	2.96		
Principle based	Between Groups	17.56	2	8.78	0.89	NS
	Within Groups	2937.23	297	9.89		
Social Resistance	Between Groups	12.89	2	6.45	0.87	NS
	Within Groups	2195.84	297	7.39		
Control	Between Groups	3.23	2	1.62	0.16	NS
	Within Groups	3039.02	297	10.23		
Holistic	Between Groups	4.92	2	2.46	1.41	NS
	Within Groups	516.29	296	1.74		
Decision making ability in total	Between Groups	3.02	2	1.51	0.01	NS
	Within Groups	37005.64	297	124.59		

(At 5%level of significance the table value 'F' is 3.03)

From the above table it is observed that the calculated 'F' values are less than the table value for Distinctiveness, Hesitance, Optimizing, Principle based, Social Resistance, Control, Holistic and Decision making ability in total of higher secondary school students .This shows that there is no significant difference in decision making ability of higher secondary school students with respect to type of school. Thus the null hypothesis is accepted.

Table 4
Significance Difference in Decision Making Ability of Higher Secondary School Students
with Respect to Nature of School

Dimensions/ Variable	Source of variation	Sum of squares	df	Mean square	Calculated 'F' Value	Remarks at 5% Level
Distinctiveness	Between Groups	4.06	2	2.03	0.31	NS
	Within Groups	1963.33	297	6.61		
Hesitance	Between Groups	77.12	2	38.56	3.41	S
	Within Groups	3357.46	297	11.31		
Optimizing	Between Groups	15.64	2	7.82	2.66	NS
	Within Groups	872.14	297	2.94		
Principle based	Between Groups	25.73	2	12.86	1.30	NS
	Within Groups	2929.06	297	9.86		

Social Resistance	Between Groups	11.54	2	5.77	0.78	NS
	Within Groups	2197	297	7.39		
Control	Between Groups	60.95	2	30.47	3.04	S
	Within Groups	2981.30	297	10.04		
Holistic	Between Groups	5.87	2	2.94	1.69	NS
	Within Groups	515.34	296	1.74		
Decision making ability in total	Between Groups	450.94	2	225.47	1.83	NS
	Within Groups	36557.73	297	123.09		

(At 5%level of significance the table value 'F' is 3.03)

From the above table it is observed that the calculated 'F' values are less than the table value for Distinctiveness, Optimizing, Principle based, Social Resistance, Holistic and Decision making ability in total of higher secondary school students .This shows that there is no significant difference in decision making ability of higher secondary school students with respect to nature of school. Thus the null hypothesis is accepted.

The calculated 't' values are greater than the table value for Hesitance and Control. This shows that there is a significant difference in higher secondary school students with respect to class. Thus the null hypothesis is rejected.

Findings of the Study

1. The level of decision making ability and its dimensions of higher secondary school students with respect to type and nature of school is average.
2. There is no significant difference in decision making ability of higher secondary school students with respect to type of school.
3. There is significant difference in decision making ability of higher secondary school students with respect to nature of school in the dimensions of Hesitance and control.

Conclusion

The present investigation points out positive results in Decision Making Ability. This study may find some usefulness in the field of Education and may serve as database for future research. This knowledge would be of immense important to the teacher educator, educational planners and society at large.

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A STUDY ON SCIENTIFIC APTITUDE AMONG HIGHER SECONDARY STUDENTS IN PONDICHERRY

¹ S.Anuruba**Abstract**

The present study is an attempt to find out the Scientific Aptitude among higher secondary students in Pondicherry. Simple random sampling technique has been used in the selection of the sample. As many as 600 higher secondary students were selected for this purpose and Scientific Aptitude test battery were distributed to them and their responses were collected and computed according to the objectives framed. Results found that majority of the higher secondary students showed high level of Scientific Aptitude and the same trend has been seen in respect of the sub-samples too.

Keywords: Scientific Aptitude, higher secondary students.

Introduction

Scientific Aptitude is a potentiality of future accomplishment in Science without regard to past training and experience. An individual with right Aptitude towards Science develops better Scientific Aptitude, which is useful in selecting a career. Without right Aptitude towards a subject one cannot master or show any interest in a subject. Like-wise without good Scientific Aptitude an individual does not perform much in Science.

Objectives of the Study

1. To find out the level of Scientific Aptitude of Higher Secondary Students.
2. To find out the significant difference between the following selected pairs of sub-samples with respect to their Scientific Aptitude.
 - a) Gender (Male/ Female).
 - b) Type of the School (Government/ Private).
 - c) Location of the School (Rural/Urban).
 - d) Type of the Family (Nuclear/ Joint).

Hypotheses of the Study

1. The level of Scientific Aptitude of Higher Secondary students is high.
2. There is no significant difference between the male and female Students in respect of their Scientific Aptitude.
3. There is no significant difference between the Students studying in Government Schools and Private Schools in respect of their Scientific Aptitude.
4. There is no significant difference between the Urban School and the Rural School Students in respect of their Scientific Aptitude.
5. There is no significant difference between the Students who hail in Nuclear family and Joint family in respect of their Scientific Aptitude.

Methodology

In the present study Normative Survey Method has been used, since it deals with present condition.

Sampling Technique Used in this Study

Simple Random Sampling Technique has been used in this study. Among the various regions in the Union Territory of Pondicherry, only Pondicherry region has been fixed as the field for this study.

¹ Research Scholar, Mother Teresa Women's University, Kodaikanal, Tamil Nadu.

Tool

Scientific Aptitude test battery by K.K. Agarwal Bareilly and Saroj Aurora (2005).

Data Analysis and Findings

Table 1
Levels of Scientific Aptitude of Higher Secondary Students

Level	N	Percentage
Low	56	9.33%
Average	233	38.83%
High	311	51.83%
Total	600	100.00%

The levels of Scientific Aptitude of the Higher Secondary students have been computed for the entire sample and it is given in Table No.1. From the above table, it is clear that among the 600 Higher Secondary students, 56 have low Scientific Aptitude (9.33%), 233 have average level Scientific Aptitude (38.83%) and 311 have high level of Scientific Aptitude (51.83). So, the majority of the Higher Secondary students have high level of Scientific Aptitude. This has been diagrammatically presented in Fig. No.1.

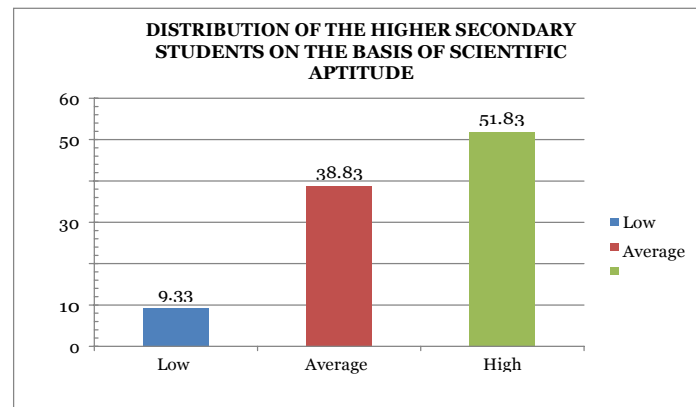


Figure 1

Table 2
The Significance of the Difference Between the Means of Scientific Aptitude Scores of Male and Female Students

Sub-Sample	N	Mean	S.D	C.R	Significance at 0.05 Level
Male	291	48.97	22.74	0.31	0.75 (NS)
Female	309	49.51	19.97		

The details of the calculation are given in the above shown Table No.2. The CR is found to be 0.31 and it is not significant at 0.05 level. Therefore, this Null Hypothesis is accepted and it is concluded that there is no significant difference between the two in this. Thus, the Gender of the Students caused no significant difference in respect of their Scientific Aptitude.

Table 3
The Significance of the Difference Between the Means of Scientific Aptitude Scores of Government and Private School Students

Sub- Sample	N	Mean	S.D	CR	Significance at 0.01 Level
Government	301	38.25	16.96	14.78	0.001(S)
Private	299	60.32	19.52		

The details of the calculation are given in the above shown Table No.3. The CR is found to be 14.78 and it is significant at 0.01 level. Therefore, this Null Hypothesis is rejected and it is concluded that there is significant difference between the two in this. Thus, the Type of the School caused significant difference in respect of their Scientific Aptitude.

Table 4
The Significance of the Difference Between the Means of Scientific Aptitude
Scores of Urban and Rural School Students

Sub-Sample	N	Mean	S.D.	CR	Significance at 0.01 Level
Urban	302	44.90	20.36	5.12	0.001(S)
Rural	298	53.65	21.45		

The details of the calculation are given in the above shown Table No.4. The CR is found to be 5.12 and it is significant at 0.01 level. Therefore, this Null Hypothesis is rejected and it is concluded that there is significant difference between the two in this. Thus, the Locality of the School caused significant difference in respect of their Scientific Aptitude.

Table 5
The Significance of the Difference Between the Means of Scientific Aptitude
Scores of Nuclear and Joint Family School Students

Sub-Sample	N	Mean	S.D	CR	Significance at 0.05 Level
Nuclear	335	47.46	22.32	2.34	0.019 (S)
Joint	265	51.50	19.85		

The details of the calculation are given in the above shown Table No.5. The CR is found to be 2.34 and it is significant at 0.05 level. Therefore, the Null Hypothesis is rejected and it is concluded that there is significant difference between the two in this. Thus, the Type of Family of the higher secondary students caused significant difference in respect of their Scientific Aptitude.

Conclusion

From the above analysis, it is concluded that the majority of the entire sample of Higher Secondary students shows high level of Scientific Aptitude. The sub-samples of the present study such as type of the school, location of the school and type of the family shows significant Scientific Aptitude and gender shows no significant difference in Scientific Aptitude.

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ATTITUDE TOWARDS WOMEN'S EDUCATION AMONG FEMALE STUDENT TEACHERS

¹ B.Bagavathi

Abstract

The main objective of the study is to find out the level of attitude towards women's education among female student teachers. The sample consists of 300 female students randomly selected from 8 colleges of education in Virudhunagar district of Tamil Nadu. The attitude towards women's education Scale is used as tool to collect data. The research reveals that the level of attitude towards women's education among female student teachers is moderate. There is significant difference in the attitude towards women's education among female Student teachers with respect to locality to college.

Introduction

It is very true that the definite development of country is not based on the measurements through the technology and scientific advancements. It should also be based on the quality of life of people. Unless the weakest section of the society is not developed, the capability of the country to evaluate the progress will become very low. The gender discrimination produces weakest section of the society. In a country where women are worshipped as deities having supreme powers, there does not seem to have been a perceptible change in the status of women even after independence. A woman is dominated by male in the society. This is very true for women in the rural areas, who are illiterate and ignorant of their rights under the law. But in the urban areas, with education the situation is somewhat better. Half of the population of our country consists with women certainly. Having these in mind many uplift to be done in this century.

The right attitude towards women education doesn't mean that the attitude of female students towards education. It has the dimensions like health, family, education, employment and Society etc. This type of Education provides the women with knowledge, skills and attitudes required to succeed in their personal, social and economic roles and there by accelerates the process of nation development. The teacher trainees of all level should have the knowledge of women education is most vital in order to produce girl children with high potentiality.

Significance of the Study

The study is mainly focused on the attitude of female students of Colleges of education, since the female trainee teachers should be learnt this education for the betterments of their future female students. The Problems such as Maladjustment, Often quarreling in home, Drug addiction of family members, Ego, Torture, Health diseases, Education – discrimination, Wage – discrimination in working place, Male domination in society, Puberty, Marriage, etc., produced different attitude among them towards women education. The urgency of the need is thus linked with the desire for justice and with respect for the individual – which make the idea of the inferiority of women intolerable. Women is as much human being as man; she is equally entitled to develop her abilities, all her ability, to choose the sort of life she wishes to lead and carry on all the activities and assume all the responsibilities that go to make up human dignity.

Objectives of the Study

1. To find out the level of Attitude Towards Women's Education among female student teachers
2. To find out whether there is any significant difference in the Attitude Towards Women's Education among female Student teachers with respect to locality of college

¹ Ph.D. Research Scholar, Madurai Kamaraj University, Madurai

Null Hypotheses

1. The level of attitude towards Women's Education among female student teachers is average
2. There is no significant difference in the attitude towards Women's Education among female Student teachers with respect to locality of college

Method Adopted

Survey method was adopted for the present study.

Population and Sample

The population for the study consists of female student teachers studying colleges of education of Virudhunagar district, Tamil Nadu.

The sample consists of 300 female students teachers from 8 colleges of education in Virudhunagar district, Tamil Nadu.

Tools Used

A five point women's education scale prepared and validated by Dr. V. Kasirajan (2017) was adopted. The tool was highly reliable for the investigation and it contains 27 items representing the female student teachers' attitude towards women's education. Personal data sheet for recording the students' name, locality of college was prepared by the investigator.

Analysis of Data

1. The level of attitude towards women's education among female student teachers is average

Table 1.1
The Level of Attitude Towards Women's Education Among Female Student Teachers

Low		Average		High	
Count	%	Count	%	Count	%
58	19.3	184	61.3	58	19.3

It is inferred from the above table that 19.3% of the teachers have low, 61.3% of them have average and 19.3% of them have high level of attitude towards women's education among female student teachers.

2. The level of attitude towards Women's Education among female student teachers with respect to locality of college is average

Table 1.2
The Level of Attitude Towards Women's Education Among Female Student Teachers

Locality of college	Low		Average		High	
	Count	%	Count	%	Count	%
Rural	45	20.8	124	57.4	47	21.8
Urban	13	15.5	60	71.4	11	13.1

It is inferred from the above table that 20.8% of the rural teachers have low, 57.4% of them have average and 21.8 % of them have high level of attitude towards Women's Education among female student teachers. 15.5% of the urban teachers have low, 71.4 % of them have average and 13.1% of them have high level of attitude of female student teachers towards women's education.

3. There is no significant difference in the attitude towards Women's Education among female Student teachers with respect to locality to college

Table 1.3
Significant Difference in the Attitude Towards Women's Education Among Female Student Teachers with Respect to Locality of College

Locality of college	N	Mean	SD	Calculated Value	Remarks
Rural	216	1.45392	24.63818	3.786	S
Urban	84	1.46872	21.83607		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from above table that the calculated 't' value (3.786) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in the attitude towards women's education among female Student teachers with respect to locality of college

Major Findings

- 19.3% of the teachers have low, 61.3% of them have average and 19.3% of them have high level of attitude towards women's education among female student teachers.
- 20.8% of the rural teachers have low, 57.4% of them have average and 21.8 % of them have high level of attitude towards Women's Education among female student teachers. 15.5% of the urban teachers have low, 71.4 % of them have average and 13.1% of them have high level of attitude of high female student teachers towards inclusive education.
- There is a significant difference in the attitude towards women's education among female Student teachers with respect to locality of college

Recommendation

The findings of the study have raised some important questions related to the educational needs of the college educations with special reference to their attitude of female student teachers towards women's education.

- The teacher education system must ensure that the prospective teachers are able to develop critical analysis and self-reflection qualities. Discussion around gender issues may be made a part of the daily classroom interactions in the teacher preparation programmes.
- In the higher education system, the teachers must strive to provide equal opportunities to girls and boys in curricular as well as co-curricular activities like distributing questions equally to girls and boys, motivating students of both sexes to participate in classroom activities, giving equal importance to opinions of all the students, sharing of duties by both sexes in the classroom and outside
- Strategies for developing attitude towards women's education should be educated among rural student teachers.
- The head of the institution should be very particular about the development of attitude towards women's education among teachers by educating them the benefits of women education.
- Attitude towards women's education should be developed for rural student teachers by organizing more seminars, training sessions, etc.
- A close relationship between the roles played by the teachers, their superiors are desirable for the development of attitude towards inclusive education among female student teachers.
- All educational and support staff should be trained and supported to be aware of the impact of gender roles and stereotypes on their students' self-confidence and personal identities in particular: o The influence of gender norms and stereotypes on subject choice
- All educational and support staff should be trained and supported to address the gendered nature of bullying and harassment including an awareness of the different impacts of bullying on girls and boys
- Institutions that train teachers should investigate their own gender norms and ideas and how these are likely to impact upon the student teachers that they train
- Higher education institutions should investigate how their own gender norms and ideas impact upon women's academic career options.

Conclusion

The study aims to investigate the attitude of female B.Ed., students towards women's education in Virudhunagar district. The attitude of these students towards women's education is satisfactory. The students in rural and urban colleges differ from in their attitude towards women's education. Finally the study revealed that there is significant difference in the attitude towards women's education among female Student teachers with respect to locality of college.

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A STUDY ON ATTITUDE OF HIGHER SECONDARY SCHOOL TEACHERS TOWARDS INCLUSIVE EDUCATION

¹ Dr.V.Kasirajan**Abstract**

Inclusive education is one of the most indispensable educational programmes in all countries. It has given more opportunities to all learners in education system. Success of Inclusive education depends on various aspects, in which teacher is the most significant factor. For becoming a competent and successful inclusive teacher, it is essential to have required acquaintance, skills and positive attitude. In the present study an attempt has been prepared by the investigator to study the 'Attitude of higher secondary school teachers towards Inclusive education' in the district of Virudhunagar towards inclusive education. Attitudes of inclusive education Scale was prepared and validated by Dr. V. Kasirajan in (2017). The findings of the study were; i) 22.0% of the teachers have low, 58.7% of them have average and 19.3% of them have high level of attitude of higher secondary school teachers towards inclusive education. ii) 20.9% of the male teachers have low, 64.9% of them have average and 14.2 % of them have high level of attitude of higher secondary school teachers towards inclusive education. 23.0% of the female teachers have low, 56.6% of them have average and 24.3% of them have high level of attitude of higher secondary school teachers towards inclusive education. iii) There is significant difference in attitude of higher secondary school teachers towards inclusive *education with respect to gender*.

Introduction

In present days, classrooms are highly diverse in nature with related to skills and capabilities of school students, hence, awareness and compassion on the element of education, teachers have greater and cant role for promotion of inclusive education successfully. The significant fundamental objective of inclusive education is to smash blockades that divide common and specialized education and include students and make them to feel like energetic member in classroom education (Mastropieri and Scruggs, 2004). Inclusive education is an idea of education which encourages education of all kinds of students in regular school system and it includes all types of students regardless of caste, religion, socio-economic status, ethnicity and disabilities (Kozleski et al 2011). Inclusive education is a multi-dimensional thought that comprises of festivity and valuing of dissimilarities and variety and equivalent chances and social insertion of disabilities and higher learning (Salend and Duhaney, 1999). Teachers are very essential for execution of inclusive education and they are driving forces for successfulness of inclusive education. Teachers who are individually supporting inclusive practices and recognize the thought of inclusive education can eagerly acclimatize learning environment for diverse requirements of students and employ a number of strategies and teaching methods (Ryan, 2009).

Inclusive education undoubtedly shows that attitude of school teachers is a prime aspect of it (Beacham and Rouse, 2012). Therefore, it is necessary to study attitude of higher secondary school teachers towards inclusive education

Significance of the Study

Inclusive education is the need of Indian nation of today as it aims to bridge the gap between special education, integrated education and general system of education and will reduce exclusion and all type of discrimination prevalent in our education pattern of today. Inclusive education is develop the various development of education field such as Universaliation of education, to fulfil the constitutional responsibility, development of nation breaking the barrier of poverty, to improve the quality of education. Inclusive education has evolved as a movement to challenge exclusionary policies and practices of general schools.

¹ Assistant Professor in Education, Arulmigu Kalasalingam College of Education
KrishnanKoil, Virudhunagar district, Tamil Nadu

The principle of inclusive education is all the children learn together wherever possible regardless of any difficulties and differences they may have. It is a fact that regular schools and regular classroom environment often fail to accommodate the educational needs of many students, especially individuals with disabilities. This is the reason that so many pupils with disabilities do not attend regular schools. Unit regular schools have developed capacity to cater to them; it is difficult to argue for inclusion. One of the major challenges to achieve this goal is the changing task and attitude of regular classroom teacher. Teachers play a pivotal role for education of all type of children. Favourable and positive attitude of teachers towards children with disabilities is a major aspect of teaching-learning process and also for the growth and development of children with disabilities in the inclusive classroom. Hence, the present paper is justified to study the attitude of secondary school teachers' towards inclusive education. So, the investigator selected this study. Thus the study is entitled as "A study on Attitudes of higher secondary school teachers towards inclusive Education".

Objectives of the Study

1. To find out the level of attitude of higher secondary school teachers towards inclusive education
2. To find out the level of attitude of higher secondary school teachers towards inclusive education with respect to gender.
3. To find out whether there is any significant difference in attitude of higher secondary school teachers towards inclusive education

Null Hypotheses

1. The level of attitude of higher secondary school teachers towards inclusive education is average
2. The level of attitude of higher secondary school teachers towards inclusive education with respect to gender is average
3. There is no significant difference in attitude of higher secondary school teachers towards inclusive education

Population and sample

Descriptive survey method was used in the present study. The present study covers higher secondary school teachers in Virudhunagar district. The total sample selected for this study is 300 and these samples were selected from 19 secondary schools by means of simple random sampling technique

Tools Used

A five point inclusive education attitude scale prepared and validated by Dr. V. Kasirajan (2017) was adopted. The tool was highly reliable for the investigation and it contains 27 items representing the teachers' attitude towards inclusive education. Personal data sheet for recording the students' name, Gender was prepared by the investigator.

Analysis of Data

1. The level of attitudes of higher secondary school teachers towards inclusive education is average

Table 4.1.1
The Level of Attitude of Higher Secondary School Teachers towards Inclusive Education

Low		Average		High	
Count	%	Count	%	Count	%
66	22.0	176	58.7	58	19.3

It is inferred from the above table that 22.0% of the teachers have low, 58.7% of them have average and 19.3% of them have high level of attitude of higher secondary school teachers towards inclusive education.

2. The level of attitude of higher secondary school teachers towards inclusive education with respect to gender is average

Table 4.1.2
The Level of Attitude of Higher Secondary School Teachers
Towards Inclusive Education with Respect to Gender

Gender	Low		Average		High	
	Count	%	Count	%	Count	%
Male	31	20.9	96	64.9	21	14.2
Female	35	23.0	80	56.6	37	24.3

It is inferred from the above table that 20.9% of the male teachers have low, 64.9% of them have average and 14.2 % of them have high level of attitude of higher secondary school teachers towards inclusive education. 23.0% of the female teachers have low, 56.6% of them have average and 24.3% of them have high level of attitude of higher secondary school teachers towards inclusive education.

3. There is no significant difference in attitude of higher secondary school teachers towards inclusive education with respect to gender.

Table 4.1.3
Significant Difference in Attitude of Higher Secondary
School Teachers towards Inclusive Education With Respect To Gender

Gender	N	Mean	SD	Calculated Value	Remarks
Male	148	1.45492	22.68491	2.925	S
Female	152	1.46442	25.08073		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from above table that the calculated 't' value (2.925) is greater than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in attitude of higher secondary school teachers towards inclusive education with respect to gender.

Interpretation

The 't' result shows that there is significant difference in attitude of the secondary school teacher towards inclusive education with respect to gender, i.e. the mean value of female school teachers is better than male school teachers attitude towards inclusive education. This may be due to the fact that female school teachers have more sympathy and empathy towards disabled children and also they have to express their emotions in right behaviour. So they have high level of attitude towards inclusive education.

Major Findings

1. 22.0% of the teachers have low, 58.7% of them have average and 19.3% of them have high level of attitude of higher secondary school teachers towards inclusive education.
2. 20.9% of the male teachers have low, 64.9% of them have average and 14.2 % of them have high level of attitude of higher secondary school teachers towards inclusive education.
3. 23.0% of the female teachers have low, 56.6% of them have average and 24.3% of them have high level of attitude of higher secondary school teachers towards inclusive education.
4. There is significant difference in attitude of higher secondary school teachers towards inclusive education with respect to gender.

Recommendation

The findings of the study have raised some important questions related to the educational needs of the higher secondary school teachers with special reference to their attitude of higher secondary school teachers towards inclusive education.

1. Female higher secondary school teachers have better attitude towards inclusive education than the male secondary school teachers. The administrators have to provide facilities to male higher secondary school teachers to deal the problems

2. Strategies for developing attitude towards inclusive education should be educated among rural and urban school teachers.
3. The head of the institution should be very particular about the development of attitude towards inclusive education among teachers by educating them the benefits of inclusive education.
4. Attitude towards inclusive education should be developed for urban and rural teachers by organizing more seminars, training sessions, etc.
5. A close relationship between the roles played by the teachers, their superiors are desirable for the development of attitude towards inclusive education among higher secondary school teachers.
6. In-service training includes professional development for teachers who are already working in the classroom. In addition to developing the skills of professionals before entering the workforce, it is essential that teachers already teaching be provided skills and techniques for inclusive education.
7. Students with disabilities need strong support from their teachers in order to fully participate in class activities with non-disabled peers.

Conclusion

The study explicate that more than two fifth of higher secondary school teachers are having moderate level of attitude towards inclusive education. Significant difference exists among attitude towards inclusive education and demographics of higher secondary school teachers. Attitude of higher secondary school teachers towards inclusive education has positive, significant and moderate relation with gender. To progress attitude towards inclusive education among higher secondary school teachers, inclusive education must be highly practical oriented and it should fulfil needs of all types of students. Further, inclusive education must create optimistic changes among students and also in educational system.

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ATTITUDE TOWARDS NATIONAL ELIGIBILITY TEST AMONG PG STUDENTS

¹ Mrs.Dr.C.Meenakshi

Abstract

UGC assumed that National Eligibility test would ensure quality and uniformity to standards at the recruitment level and as well as research in Higher Education. The National Eligibility Test qualified candidates are eligible to apply for the post of lecture as well as for research in all Indian Universities/ Colleges / Institutes. The results of the investigation were that there is significant difference in the attitude towards NET exam among PG students in the nature of the college and marital status.

Need of the Study

National Eligibility Test aimed to remove the disparities in standard of evaluation and teaching that prevailed among a large number of universities, colleges and academic institutions. Clearing of National Eligibility Test confers eligibility for Lectureship upon Indian nationals i.e. The National Eligibility Test qualified candidates are eligible to apply for the post of lecturer as well as for research in all Indian Universities/ Colleges / Institutes. So the Investigator wants to find out the attitude towards National Eligibility Test among Post Graduate students in Madurai District.

Scope of the Study

Through this study the investigator hopes to search out the attitude towards National Eligibility Test among Post graduate students and also stress the importance of National Eligibility Test for getting research fellowship as well as for the recruitment of lectures in the universities and various institutions. The present investigation is a very unique study conducted to know about the Post Graduate students and their attitude towards National Eligibility Test.

Methodology Used

To achieve the objectives of the study Survey method of the research was used. The investigator used self-made attitude scale. It was prepared and validated by the investigator for this study. It has 20 items. The sample of the present study consisted of 310 respondents (Postgraduates and M.phil scholars of Madurai Kamaraj University or colleges affiliated to Madurai Kamaraj University). The purposive sampling technique was used to select the sample. The 310 respondents were found valid and were given statistical treatment.

Hypotheses of the Study

1. The Post Graduate student's level of attitude towards National Eligibility Test is high.
2. There is significant different between the Post Graduation students in their Attitude towards National Eligibility Test with the following population variable.
 - Sex
 - Locality
 - Nature of the college
 - Type of the college
 - Marital status
 - National Eligibility Test Qualification

¹ Assistant Professor in Education, St.Justin's College of Education, Madurai.

The Table Shows the Results of the Mean of Net Attitude among PG Students

S.No	Calculated Mean	Theoretical Mean
1	41.65	40

The Table Shows the Results of the Net Attitude among PG Students

S.No	Variables	Sub	Mean	S.D	N	t- Value	Significance
1	Course	PG	40.09	4.42	275	0.039	N.S
		M.Phil	40.06	4.22	35		
2	Gender	Male	39.78	3.94	135	1.007	N.S
		Female	40.33	3.93	175		
3	Location	Rural	40.14	3.92	119	0.243	N.S
		Urban	40.02	4.69	191		
4	Type of Institution	Govt	40.27	4.04	190	0.73	N.S
		Self	40.18	4.73	120		
5	Nature of the College	Girls	40.47	9.09	73	2.54	Significant
		Co.edn	39.97	12.56	237		
6	Marital Stage	Married	41.65	3.64	37	2.68	Significant
		Unmarried	39.88	4.44	273		

Findings

1. The level of National Eligibility Test attitude among Post Graduate students is high. The Post Graduate College students have high positive attitude towards National Eligibility Test. Hence the hypothesis is fully accepted.
2. Among the six variables only two variables found significantly influencing the post graduate student's attitude towards the National Eligibility Test. Hence the hypothesis is minimally accepted.

Interpretation

The level of National Eligibility Test attitude among Post Graduate students is high. When the students have high knowledge in National Eligibility Test automatically their level of attitude will be high. There is no significant difference in the level of National Eligibility Test attitude in terms of Course of the students, Gender, Location of the college, Type of Institution. Because Post Graduate in all the above categories is having same kind of attitude towards National Eligibility Test so there is not much difference in the students. There is significant difference in the level of National Eligibility Test attitude between girl's college Post Graduate students and co-education college Post Graduate students and married and unmarried PG students.

Conclusion

"Attitude towards National Eligibility Test among Post Graduate Students" under this topic the study was conducted. In this study the level of attitude of Post Graduate students were measured. Based on that, the suggestions are given to improve their attitude towards National Eligibility Test among Post Graduate students. This study also mentioned the need and importance of National Eligibility Test.

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**AWARENESS OF STUDENT TEACHERS TOWARDS
ENVIRONMENTAL EDUCATION WITH REGARD
TO FREQUENT USAGE OF SOCIAL MEDIA**

¹ Dr.N.Subramanian

² Mr.M.Vadivel

Abstract

The present study is an attempt to examine the awareness towards environmental education among student teachers with regard to frequent usage of social media. The study was conducted through the descriptive survey method of research on a sample of 300 student teachers with the help of Awareness towards Environmental Education Scale which is developed and validated by the investigator(2019). Three Hundred student teachers studying in 10 colleges of education of Sankarankovil Taluk of Tenkasi District in Tamil Nadu were chosen as the sample, by using simple random sampling technique. The percentage and the 't' values were calculated for comparing the opinions of the respondents on the Awareness towards Environmental Education Scale. The major finding of the study is that the student teachers who are not using social media frequently have better awareness towards environmental education than the student teachers who are not using social media frequently.

Keywords: Social Media, Environmental Education, student teachers

Introduction

Environmental Education is defined in its broadest sense to encompass raising awareness, acquiring new perspectives, values, knowledge and skills, and formal and informal processes leading to changed behaviour in support of an ecologically sustainable environment. The position of environmental education on the curriculum and the view of the teaching have changed a great deal in recent years. Formerly, it was first and foremost the Biology teacher who had environmental education as a theme. Whereas, today it is a theme which all the subjects on the curriculum in theory are obliged to deal with, the amount depending on where it fits in naturally. From there, environmental education motivates and empowers students to take responsibility for their local environment. Environmental Education challenges learners to engage with the environmental, social, cultural, and economic influences that shape the future of the planet and people's role within it. The United Nations Decade of Education for Sustainable Development 2005-2014 emphasizes the need not only to inform and educate people so they can make the right decisions, but to ensure that such education is propelled by an underlying ethical reasoning. It is timely, global efforts to save the planet often remind us of our need for ethics. Many environmental conventions and treaties have come up in recent years to ring the ethics bell even louder. People around the world want better relationships between themselves, within communities, between communities and between nations. And they know that this includes relationships between humans and the more than human world, or for others, between humans and the rest of creation. In using the term "more - than - human world" we suggest that exploring new relationships with Earth not only benefits human beings and their needs, but also the needs and well-being of forests, fields, rivers, animals, creatures in the sea and the atmosphere. Social media and social networks, from Facebook to Snapshot to Twitter and beyond, are an increasingly important part of how we communicate and connect day to day. They're key for staying in touch and up-to-date as well as contributing to our world and being creative. Many teachers find social networking a great way to expand their personal learning network and to discover resources.

¹ Principal, S Veerasamy Chettiar College of Education, Puliangudi
Tirunelveli District, Tamilnadu.

² M.Ed. Scholar, S Veerasamy Chettiar College of Education, Puliangudi
Tirunelveli District. Tamilnadu.

Need and Importance of the Study

Educating the people, particularly the youth about the environment and its related aspects helps to link the learning process with daily life experiences, thus making it more meaningful. One of the greatest problems facing the earth at present is the impact of humans on environment. Experts argue that the environmental problems caused by human development, such as global warming, the destruction of rainforests and threats to bio-diversity, have reached an unprecedented scale and complexity in world history. According to Hollweg et al. (2011), an environmentally literate person is someone who “makes informed decisions concerning the environment; is willing to act on these decisions...and participates in civic life” (pp. 2-3). However, people hold many misconceptions about the environment (Coyle, 2005). Environmental education (EE) provides the methods and content that can lead to environmental literacy and a more sustainable future. Through EE, people develop questioning, analysis and interpretation skills; knowledge of environmental processes and systems; skills for understanding and addressing environmental issues; and personal and civic responsibility (NAAEE, 2010). Spread of environmental knowledge and awareness of environmental issues requires certain tools of communication, offline or online. Social media tools are gaining importance in increasing environmental concern and environmental responsible behaviors in public. (Krätzig & Warren-Kretzschmar, 2014). Social media (e.g. Facebook, Twitter, whatsapp, instagram etc.) permit users to generate and exchange of user generated contents on different themes. Online space is provided to users for interaction by Social networking sites (SNSs). Thus social media can be used as an enabler to create awareness of environmental issues. In India, from school studies to college studies, most of youth learn and write exams on environmental education. Most of the school and college students learn environmental education without any having any understanding of environmental issues. They learn environmental education only for scoring marks and getting degree. Environmental education was mandated as a compulsory subject in all schools across the country by the Supreme Court of India in 1991 following the filing of a PIL (public interest litigation) by M.C. Mehta, India's leading environmental lawyer and recipient of the Magsaysay and Goldman awards. The University Grants Commission (UGC) has recently instructed its universities and colleges to introduce a compulsory six-module. In Tamilnadu, Tamilnadu Teachers Education University included Environmental Education as optional subject in Teacher Education Curriculum at UG level. Though most of the student teachers have awareness towards environmental education, the extent of awareness towards environmental education may varied with regard to frequent usage of social media. With this background, the investigator wants to study the awareness towards environmental education among student teachers.

Objectives of the Study

- To find out the level of awareness towards environmental education among students teachers with regard to frequent usage of social media.
- To find out whether there is any significant difference between student teachers who are using social media frequently and those who are not using social media frequently in their awareness towards environmental education.

Hypothesis of the Study

- There is no significant difference between student teachers who are using social media frequently and those who are not using social media frequently in their awareness towards environmental education.

Methodology

The study was conducted through the descriptive survey method of research on a sample of 300 student teachers with the help of Awareness towards Environmental Education Scale which is developed and validated by the investigator (2019). Three Hundred student teachers studying in 10 colleges of education of Sankarankovil Taluk of Tenkasi District in Tamil Nadu were chosen as the sample, by using simple random sampling technique. The percentage and the ‘t’ values were calculated for comparing the opinions of the respondents on the Awareness towards Environmental Education Scale.

Descriptive Analysis of Data

Table - 1
Level of Awareness towards Environmental Education among Students Teachers with Regard to Frequent Usage of Social Media

Variable	Frequent Usage of Social Media	Low		Average		High	
		Count	%	Count	%	Count	%
Awareness towards environmental education	Yes	17	9.5	134	74.9	28	15.6
	No	28	23.1	79	65.3	14	11.6

It is inferred from the above table that, 74.9% of student teachers who are using social media frequently have average level of awareness towards environmental education. And also, 65.3% student teachers who are not using social media frequently have average level of awareness towards environmental education.

Inferential Analysis of Data

Null Hypothesis: There is no significant difference between student teachers who are using social media frequently and those who are not using social media frequently in their awareness towards environmental education.

Table - 2
t-test showing the Significance Difference in Awareness towards Environmental Education among Student Teachers with regard to Frequent Usage of Social Media

Variable	Frequent usage of social media	N	Mean	S.D	calculated value	Table value	Remarks
Awareness towards environmental education	Yes	179	1.20492	18.98176	4.885	1.96	S
	No	121	1.08142	23.00301			

For $df(298)$ at 5% level of significant = 1.96

It is inferred from the above table that the calculated "t" value (4.885) is than greater than table value (1.96) for $df(298)$ at 5% level of significance. Hence the null hypothesis is rejected. It indicates that there is significant difference between student teachers who are using social media frequently and those who are not using social media frequently in their awareness towards environmental education. From the mean difference in the table-1, it is observed that, the student teachers who are not using social media frequently have better awareness towards environmental education than their counterpart.

Findings of the Study

The findings from the descriptive analysis revealed that 74.9% of student teachers who are using social media frequently have average level of awareness towards environmental education. And also, 65.3% student teachers who are not using social media frequently have average level of awareness towards environmental education. The findings from inferential analysis that the student teachers who are not using social media frequently have better awareness towards environmental education than the student teachers who are not using social media frequently.

Conclusion

It was found out from the data analysed that the student teachers who are not using social media frequently have better awareness towards environmental education than the student teachers who are not using social media frequently. It clearly indicates that the frequent usage of social media is not a factor in creating awareness towards environmental education. The student teachers may get awareness towards environmental education through studying the concepts in environmental education from school and college curriculum itself. The awareness towards environmental education is the stepping stone

towards changes in learning the concepts of environmental education by student teachers with sky-scraping curiosity and this may be useful in teaching the same concepts related to environmental education to their school students in future as prospective teachers.

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VALUE PERCEPTION AMONG ARTS AND SCIENCE COLLEGE STUDENTS – A GENDER WISE ANALYSIS

¹M.Thinesh Kumar

Abstract

The main objectives of the study are to find out the level of value perception among arts and science college students and difference between male and female arts and science college students in their value perception. The sample consists of 280 students randomly from 10 colleges in Madurai district of Tamil Nadu. Value Perception Scale is used as tool to collect data. The research reveals that the level of value perception among arts and science students was moderate and there is significant difference between male and female arts and science college students in their value perception.

Introduction

Value is a belief that something is good and desirable. Values may be specific, such as honoring one's parents or owning a home or they may be more general, such as health, love and democracy (Rose, 2014). Value systems can be different from culture to culture. One may value aggressiveness and deplores passivity, another the reverse, and a third gives little attention to this dimension altogether, emphasizing instead the virtue of sobriety over emotionality, which may be quite unimportant in either of the other cultures. Perception refers to the interpretation of sensory data. In other words, sensation involves detecting the presence of a stimulus whereas perception involves understanding what the stimulus means. Perception is the process through which the information from outside environment is selected, received, organised and interpreted to make it meaningful to you. This input of meaningful information results in decisions and actions (Diksha Kashyap, 2015).

Significance of the Study

Values have major influence on a person's behaviour and attitude and serve as broad guidelines in all situations. Values can be defined as broad preferences concerning appropriate courses of action or outcomes. Our values are the basis of our judgments about what is desirable, beautiful, proper, correct, important, worthwhile and good as well as what is undesirable, ugly, incorrect, improper and bad. Values are general principles to regulate our day-to-day behaviour. They not only give direction to our behaviour but are also ideals and objectives in themselves. Perception may be defined as a process by which individuals organize and interpret their sensory impressions in order to give meaning to their environment. Perception is determined by both physiological and psychological characteristics of the human being whereas sensation is conceived with only the physiological features. Thus, perception is not just what one sees with the eyes it is a much more complex process by which an individual selectively absorbs or assimilates the stimuli in the environment, cognitively organizes the perceived information in a specific fashion and then interprets the information to make an assessment about what is going on in one's environment. It is essential that values are inherent to all. The development of values in arts and science students surely changes the society in future. On the above basis the investigator wishes to study the value perception of arts and science students.

Hypothesis of the Study

1. The level of value perception among arts and science college students is average
2. There is no significant difference in value perception among arts and science students with respect to gender

Method Used

The investigator used the survey method of research.

¹ Ph.D. Scholar, Mother Teresa Women's University, Kodaikanal

The population for the study is the students studying in the arts science colleges of Madurai district

Sample of the Study

The investigator has used simple random sampling technique. Ten colleges in Madurai district were randomly selected. In total the sample consists of 300 students from the arts and science of Madurai district.

Tools Used

The tool used for the present study was Value Perception Scale developed and validated by the investigator. The tool is a five point scale consists of 31 statements.

Statistical Techniques Used

The statistics employed in the study were percentage analysis and 't' test.

Analysis of Data

1. The level of value perception among arts and science college students is average

Table 1.1
The Level of Value Perception Among Arts and Science College Students

Gender	Low		Average		High	
	Count	%	Count	%	Count	%
Male	25	23.6	68	64.2	13	12.3
Female	31	17.8	110	63.2	33	19.0

It is inferred from the above table that 23.6% of the male students have low, 64.2% of them have average and 12.3% of them have high level of value perception of arts and science college students. 17.8 % of the female students have low, 63.2% of them have average and 19.0% of them have high level of value perception of arts and science college students.

2. There is no significant difference in value perception among arts and Science college students with respect to gender

Table 1.2
Significant Difference in Value Perception Among Arts and Science College Students with Respect to Gender

Variable	Gender	Number	Mean	S.D	Calculated 't' Value	Remarks
Value perception	Male	106	54.79	4.935	2.453	S
	Female	174	56.07	5.301		

It is inferred from the above table that the calculated' value (2.453) is greater than the table value (1.96) for the df (278) at 5% level of significance. Hence, the null hypothesis is rejected. It shows that there is significant difference between male and female arts and science students in their value perception.

While comparing the mean scores of male (54.79) and female (56.07) arts an science students, female students have better value perception than male students.

Findings

1. 23.6% of the male students have low, 64.2% of them have average and 12.3% of them have high level of value perception of arts and science college students.
2. 17.8 % of the female students have low, 63.2% of them have average and 19.0% of them have high level of value perception of arts and science college students.

3. There is significant difference between male and female higher secondary students in their value perception

Implications

Male students should be given proper counseling by a trained counselor to have a better value perception. Teachers should teach their students about the importance of values. Teachers should be a role model to the students in developing their positive value perception among the students. Students should be taught with essential values to be followed throughout their life. Parents should create a better home environment to their children to have a better value perception. Values inculcated during adolescence determine the personality of the individual. Hence, parents have a responsibility to ensure that values are inculcated in them. The religious practices associated with values may be taught with college subjects. Teachers should encourage their students to participate in co-curricular activities to improve their positive value perception.

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AWARENESS ON GLOBAL WARMING AMONG B.Ed STUDENTS IN TUTICORIN DISTRICT

¹ P.Vellaisamy
² Dr.S.Anandaraj

Abstract

The main objective of this research is to find out the awareness on global warming among B.Ed Students in Tuticorin Districts. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the B.Ed Students studying in Tuticorin district, Tamil Nadu. From the population, 300 students were randomly selected as the sample for the study. The finding reveals that the level of awareness on global warming among B.Ed Students is found to be moderate with regard to gender and locality of the college. There is no significant difference between male and female students in their awareness on global warming. Urban college students have better awareness on global warming than rural college students.

Keywords: Awareness, Global warming, B.Ed Students

Introduction

Global warming is one of the most important as well as complex environmental problem. It refers to the increasing average global temperature. The average global temperature has increased by about 0.8 degrees Celsius (1.4 degrees Fahrenheit) since 1880. The average increase in the earth's temperature due to increase in pollution which results in greenhouse effect which in turn leads to climate change. Global warming is an ongoing process; scientists expect the average global temperature to rise an additional 0.3 to 0.7 degrees Celsius through 2035.

Need and Significance of the Study

Global warming is a global warning. It is an environmental challenge rampant deforestation along with population growth, appropriate technology intensive agriculture, polluting industry and unplanned urbanization have led to the emission of green house gases like CO₂, NO₂, CH₄ and CFC which in turn raise the temperature of earth at a alarming rate contribute to global warming, there by endangering the whole universe. There is crying heed to prevent global warming because if the nature has power to give life, it has also power to cease life on; it is a right time to prevent the world from global warming, it can be done through education. As we know that, "Today's child is the citizen of tomorrow" as quoted by Pandit Jawaharlal Nehru. So the students must be aware of the global warming. There is much more need of the study in the present generation which takes awareness about the global warming. Therefore, the investigator has made an attempt to make a study on the awareness of global warming among B.Ed Students.

Objectives of the Study

The researcher has framed the following objectives for the present study.

1. To find out the level of awareness on global warming among B.Ed Students.
2. To find whether there is any significant difference between male and female students in their awareness on global warming.
3. To find whether there is any significant difference between rural and urban college students in their awareness on global warming.

Null Hypotheses

1. There is no significant difference between male and female students in their awareness on global warming.
2. There is no significant difference between rural and urban college students in their awareness on global warming.

¹ Assistant Professor, S. Veerasamy Chettiar College of Education, Puliangudi.

² Assistant Professor, S. Veerasamy Chettiar College of Education, Puliangudi.

Methodology

The researcher used the survey method for the present study. For data collection, 'Awareness on global warming scale' comprises of 33 statements. The investigator has selected the sample by random sampling technique for the present study. It comprises of 300 B.Ed Students studying in Tuticorin district, Tamil Nadu. The data were analysed by using Mean, Standard Deviation and 't' test.

Analysis of the Data

The data were subjected to statistical treatment leading to the findings which may satisfy the requirements of the objectives of the study.

Table 1
Level of Awareness on Global Warming among B.Ed Students with Regard to Gender and Locality of the College

Variable		Low		Moderate		High	
		No	%	No	%	No	%
Gender	Male	30	19.9	115	76.2	6	4.0
	Female	37	24.8	105	70.5	7	4.7
Locality of the college	Rural	40	24.4	121	73.8	3	1.8
	Urban	27	19.9	99	72.8	10	7.4

It is inferred from the above table that 19.9% of male students have low 76.2% of them have moderate and 4.0% of them high level of awareness on global warming. 24.8% of female students have low, 70.5% of them have moderate and 4.7% of them have high level of awareness on global warming.

24.4% of rural college students have low 73.8% of them have moderate and 1.8 % of them high level of awareness on global warming. 19.9% of urban college students have low 72.8% of them have moderate and 7.4 % of them have high level of awareness on global warming.

Ho1: There is no significant difference between male and female students in their awareness on global warming.

Table 2
Difference between Male and Female Students in their Awareness on Global Warming

Dimension	Gender	No.	Mean	SD	't' value	Remarks
Introduction to Global warming	Male	151	3.74	0.969	0.622	NS
	Female	149	3.82	1.047		
Causes of Global warming	Male	151	7.55	1.992	0.457	NS
	Female	149	7.44	2.055		
Effects of Global warming	Male	151	7.09	2.219	1.266	NS
	Female	149	7.39	1.815		
Control of Global warming	Male	151	5.50	1.326	1.855	NS
	Female	149	5.21	1.430		

(Table value = 1.96; df = 298; NS= Not Significant)

It shows that there is no significant difference between male and female students in their awareness on global warming and its dimensions.

Ho2: There is no significant difference between rural and urban college students in their awareness on global warming.

Table 3
Difference between Rural and Urban College Students in their Awareness on Global Warming

Dimension	Locality of college	No.	Mean	SD	't' value	Remarks
Introduction to Global warming	Rural	164	3.81	0.950	0.584	NS
	Urban	136	3.74	1.075		
Causes of Global warming	Rural	164	7.49	2.017	0.026	NS
	Urban	136	7.50	2.033		
Effects of Global warming	Rural	164	6.90	1.971	3.271	S
	Urban	136	7.65	2.031		
Control of Global warming	Rural	164	5.39	1.390	0.461	NS
	Urban	136	5.32	1.381		

(Table value = 1.96; df = 298; S = Significant; NS = Not Significant)

It is inferred from the above table that the calculated 't' value 0.584, 0.026 & 0.461 corresponding to the dimensions of awareness of Global Warming viz., Introduction to Global warming, Causes of Global warming and Control of Global warming are less than the table value 1.96 for df 298 at 0.05 confidence level.

But the calculated 't' value 3.271 corresponding to the dimensions of awareness of Global Warming viz., effects of global warming is greater than the table value 1.96 for df 298 at 0.05 confidence level. It shows that there is significant difference between rural and urban college students in their awareness on global warming at the dimension effects of global warming.

Findings of the Study

The major findings derived from the study are:

1. The level of awareness on global warming among B.Ed Students with regard to gender and locality of the college are found to be moderate.
2. There is no significant difference between male and female students in their awareness on global warming.
3. Urban college students have better awareness on the effect of global warming than the rural college students.

Conclusion

One should remember that the earth has everything to satisfy our needs but not our greed and every one of us should be aware that there is every need to protect and improve the natural environment. Man and environment are interdependent for their mutual survival and the status of today's environmental quality amply shows the consequences of disturbing the harmony and balance that is to be maintained in between. The most dangerous effect of the imbalance between man and environment, in the world is facing now, is global warming. The dreadful explosion of population, the fast growing industrial development, deforestation etc. have posed "global warming" as an alarming threat to the existence of living organization.

It would be more effective if this awareness is brought about in our children, students and teachers to start with. Since a teacher can teach motivate and inspire the student community, teachers must be equipped with and sufficiently trained and they must possess a high level of awareness about the quality of environment especially on global warming and the necessary measures that are to be taken to control global warming and for judicious and sustainable use of environmental resources without any negative externalities. Special attention must be paid to train the non-science teachers with suitable curriculum, so that they can initiate the field level studies to know, assess and adopt suitable measures for safeguarding the quality of environment and control of global warming. Teachers have a greater responsibility of

raising the awareness not only among students but also among public, institutions and understanding of environmental issues with a view to promote the conservation and wise use of environmental resources and put an end to global warming. They must become active agents of environmental protection and climate change being equipped with a high level of awareness, attitude and skills.

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