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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

**(Accredited by NAAC at B Grade with a CGPA of 2.87 on a four point scale &
Affiliated to Tamil Nadu Teachers Education University, Chennai)**

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Teachers play important role in our life to become successful in career and business. A good teacher helps us to become good human being in the society and good citizen of the country. Teachers know that students are the future of any nation. So the future development of any nation is in the hands of teachers. What we become in life is depends on teachers. Teachers impart the data and information in the brain of students to analyze. Analyzing in the situation what is possible is the most important thing that we learn from teachers.

Only teachers can develop nations no one else, everything else will destructive creativity. Even technology development and advanced technologies are destructive for nature. Technologies are creating new natural resources it's because today's education especially content observation on the Internet is technical. Positive creativity and development that is nature-friendly only possible by teachers. Students look up to teachers for advice and guidance. Students not only interested in academic lessons but they are interested to follow their life lessons. That's why it's highly important for teachers to inspire students to follow good habits not bad by their own example. An education is important in everyone's life and plays various roles in different stages of life. It's important that people realize the importance of teachers and follow their lessons.

In this context governments and especially Indian government should invest more money and allocate more budgets on education and high-quality professional teachers and education infrastructure in schools.

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

This issue of the journal contains 38 research papers. We thank all the contributors and also invite researchers to send their articles to our journal.

GUIDELINES FOR CONTRIBUTORS

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CONTENTS

S. No.	Articles	Author	Page No.
1	A Study on Decision Making Ability of Higher Secondary Students	<i>Dr.A.R.Anandha Krishnaveni T.Bhavani</i>	1
2	A Study on Parental Responsibility and Involvement in Inclusive Education of Middle School Students in Madurai District	<i>E.Lourdu Diana Mary Dr.M.Arockia Priscilla</i>	5
3	A Study on School Environment and Academic Involvement of School Teachers	<i>S.Gnana Guruvu Dr.S.Anandaraj</i>	11
4	A Gender Wise Analysis of Scientific Attitude of High School Students	<i>Dr.G.Maheswari P.Gurusamy</i>	14
5	Relationship Between Classroom Learning Environment and Self-Confidence of Higher Seocndary Students	<i>V.J.Eyalakshmi D.Selvabalakrishnan</i>	19
6	A Study on the Spiritual Intelligence in Relation to Academic Achievement of XI Standard Students	<i>Dr.G.Maheswari P.Kalavathy</i>	23
7	Professional Development among B.Ed and M.Ed Faculty in Madurai District	<i>G.Gnanajothi Dr.M.Arockia Priscilla</i>	28
8	First AID Awareness of Prospective Teachers	<i>Dr.A.R.Anandha Krishnaveni E.Karumalayan</i>	34
9	Problem Solving Skill of B.Ed Students in Relation to their Social Maturity	<i>L.Lurthumani Dr.S.Anandaraj</i>	37
10	Parental Caring of Higher Secondary School Students	<i>Dr.A.R.Anandha Krishnaveni V.Maragatham</i>	41
11	Awareness on Environmental Pollution among College Students in Madurai District	<i>J.Twinkle Sharon Victoria A.Roseline Annal</i>	45

12	Organisational Commitment of Secondary School Teachers	R.Madaselvi C.Chinnathambi	50
13	Influence of Organization Climate on Critical Thinking among Higher Secondary Students	M. Marimuthu D.Selvabalakrishnan	54
14	An Investigation on Occupational Stress of Higher Secondary School Teachers	Dr.G.Maheswari K.Muthumari	58
15	Relationship between Test Anxiety and Mental Health of Higher Secondary Students - A Gender Wise Analysis	P.Valliammal D.Selvabalakrishnan	61
16	Attitude Towards Utilization of Library Resources among Prospective Teachers	Dr.A.R.Anandha Krishnaveni P.Raja	65
17	A study on Social Awareness and Professional Commitment of High School Teachers	R.Murugeswari Dr.S.Anandaraj	69
18	A Study on the School Climate of High School Students	Dr.A.R.Anandha Krishnaveni S.Petchiammal	73
19	Impact of Leadership Styles of the Teachers on Higher Secondary Students Improvement in and Around T.Vadipatti Taluk	D.Kanmani A.Roseline Annal	77
20	A Study on Emotional Stability of Prospective Teachers	Dr.A.R.Anandha Krishnaveni J.Prabhakar	82
21	A Study on Spiritual Intelligence and Social Adjustment of Higher Secondary Students	I.Paula Mary D.Selvabalakrishnan	86
22	Leadership Traits of High School Students with Certain Background Variables	Dr.A.R.Anandha Krishnaveni M.Prema	90
23	A study On Attitude of Science Teachers towards Science Laboratory in Higher Secondary School in Madurai	J. Kiruba Ponmani S.Meer Ahamed Ibrahim	94
24	Coping Strategies of Secondary School Students	Dr.A.R.Anandha Krishnaveni G.Raja	99
25	A Study on Computer Self-Efficacy among B.Ed Students - Marital Status Wise Analysis	M.Rajarajeswari D.Selvabalakrishnan	103

26	A Study on School Environment and Achievement of XI Standard Students in Madurai District	M.P.Mahalakshmi S.Meer Ahamed Ibrahim	107
27	A Comparative Study on Academic Stress of Government and Private School Teachers- A Gender Wise Analysis	K.Sheeba D.Selvabalakrishnan	114
28	A Study into Attitude towards Mathematics among Higher Secondary School Students in Madurai District	E.Jailin Ruba Popsinie P. Surya	118
29	A Study on the Emotional Intelligence of XI Standard Students	Dr.A.R.Anandha Krishnaveni R.Rajathi	122
30	Home Environment and Achievement in Biological Science among the Higher Secondary School Students in Madurai District	Dr.M.Arockia Priscilla	125
31	Self Acceptance of College Students with Certain Background Variables	Dr.G.Maheswari G.Sundaram	130
32	Computer Assisted Instruction in Teaching of Mathematics among High School Student in Madurai District	Remsiya L.Dhivya	133
33	Language Anxiety among B.Ed., College Students Teachers in Madurai	R.Shanmugapriya Dr.M.Arockia Priscilla	137
34	Advantages of Providing Free Laptops by Tamil Nadu Government for XII Standard Government School Students in Madurai District	S.Varalakshmi P.Indhumathi	142
35	A Study on Personal Values among B.Ed., Student-Teachers in Madurai District	M.Vasanthamalar P.Indhumathi	146
36	An Investigation on English Language Skills of IX Standerd Tamil Medium Students	Dr.G.Maheswari P.Thangamani	149
37	ஆசிரியர்களைப் பற்றிய மாணவர்களின் புலனுணர்வு மற்றும் தேர்ச்சி அடைவு ஓர் ஆய்வு	மு.நந்தகுமாரி ல.திவ்யா	152
38	நாலடியாரில் கல்வியியல் சிந்தனைகள் - ஓர் ஆய்வு	சௌ.ஜெயந்தி D.சுமதி	155

A STUDY ON DECISION MAKING ABILITY OF HIGHER SECONDARY STUDENTS

¹Dr.A.R.Anandha Krishnaveni²T.Bhavani**Abstract**

Decision making ability is one of the critical determinants of decision. It is also evident that human functioning is influenced by many factors. Knowledge and skill any individual possesses play a critical role in what they choose to do and not to do. Any individual's accomplishment is better predicted by their Decision making beliefs than their knowledge or skills. 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 the level of decision making ability and its dimensions of higher secondary students with respect to year of study and family type is average. There is no significant difference between higher secondary students belongs to nuclear and joint family 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.

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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 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

- **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.

- **Higher Secondary Students**

The students studying in XI and XII standard are 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 gender and location 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 gender and location of school.

Descriptive Analysis

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

Table 1
Level of Decision Making ability of Higher Secondary School Students with Respect to Gender

Dimensions/ Variable	Gender	Low		Average		High	
		N	%	N	%	N	%
Distinctiveness	Male	19	14.7	86	66.7	24	18.6
	Female	24	14.0	119	69.6	28	16.4
Hesitance	Male	30	23.3	74	57.4	25	19.4
	Female	28	16.4	106	62.0	37	21.6
Optimizing	Male	22	17.1	87	67.4	20	15.5
	Female	27	15.8	112	65.5	32	18.7
Principle based	Male	25	19.4	83	64.3	21	16.3
	Female	36	21.1	109	63.7	26	15.2
Social Resistance	Male	33	25.6	72	55.8	24	18.6
	Female	43	25.1	101	59.1	27	15.8
Control	Male	22	17.1	90	69.8	17	13.2
	Female	31	18.1	113	66.1	27	15.8
Holistic	Male	27	20.9	57	44.2	45	34.9
	Female	46	27.1	66	38.8	58	34.1
Decision making ability-Total	Male	26	20.2	81	62.8	22	17.1
	Female	30	17.5	106	62.0	35	20.5

It is inferred from the above table that, the large percentage of male higher secondary school students have average Distinctiveness (66.7%), Hesitance (57.4%), Optimizing (67.4%), Principle based (64.3%), Social Resistance (55.8%), Control (69.8%), Holistic (44.2%), and Decision making ability in total (62.8%).

It is inferred from the above table that, the large percentage of female higher secondary school students have average Distinctiveness (69.6%), Hesitance (62.0%), Optimizing (65.5%), Principle based

(63.7%), Social Resistance (59.1%), Control (66.1%), Holistic (38.8%), and Decision making ability in total (62.0%).

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

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

Dimensions/ Variable	Location of school	Low		Average		High	
		N	%	N	%	N	%
Distinctiveness	Urban	4	21.1	13	68.4	2	10.5
	Rural	39	13.9	192	68.3	50	17.8
Hesitance	Urban	5	26.3	12	63.2	2	10.5
	Rural	53	18.9	168	59.8	60	21.4
Optimizing	Urban	6	31.6	10	52.6	3	15.8
	Rural	43	15.3	189	67.3	49	17.4
Principle based	Urban	3	15.8	11	57.9	5	26.3
	Rural	58	20.6	181	64.4	42	14.9
Social Resistance	Urban	5	26.3	8	42.1	6	31.6
	Rural	71	25.3	165	58.7	45	16.0
Control	Urban	2	10.5	14	73.7	3	15.8
	Rural	51	18.1	189	67.3	41	14.6
Holistic	Urban	4	21.1	8	42.1	7	36.8
	Rural	69	24.6	115	41.1	96	34.3
Decision making ability in total	Urban	4	21.1	11	57.9	4	21.1
	Rural	52	18.5	176	62.6	53	18.9

It is inferred from the above table that, the large percentage of urban area higher secondary school students have average Distinctiveness (68.4%), Hesitance (63.2%), Optimizing (52.6%), Principle based (57.9%), Social Resistance (42.1%), Control (73.7%), Holistic (42.1%), Decision making ability in total (57.9%).

It is inferred from the above table that, the large percentage of rural area higher secondary school students have average Distinctiveness (68.3%), Hesitance (59.8%), Optimizing (67.3%), Principle based (64.4%), Social Resistance (58.7%), Control (67.3%), Holistic (41.1%), Decision making ability in total (62.6%).

Differential Analysis

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

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

Dimensions/ Variable	Gender				Calculated 't' value	Remarks at 5 % level
	Male		Female			
	Mean	S.D	Mean	S.D		
Distinctiveness	14.16	2.62	14.12	2.53	0.15	NS
Hesitance	16.31	3.50	16.71	3.30	1.00	NS
Optimizing	7.02	1.86	7.03	1.61	0.03	NS
Principle based	16.51	3.25	16.54	3.07	0.07	NS
Social Resistance	13.00	2.74	13.05	2.71	0.17	NS
Control	13.65	3.05	14.00	3.29	0.94	NS
Holistic	3.66	1.27	3.51	1.36	0.99	NS
Decision making ability in total	84.32	10.95	84.93	11.28	0.47	NS

(At 5%level of significance the table value 't' is 1.97)

From the above table it is observed that the calculated 't' 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 gender. Thus the null hypothesis is accepted.

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

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

Dimensions/ Variable	Location of school				Calculated 't' value	Remarks at 5 % level
	Urban		Rural			
	Mean	S.D	Mean	S.D		
Distinctiveness	13.58	2.69	14.17	2.56	0.98	NS
Hesitance	16.16	2.89	16.56	3.42	0.50	NS
Optimizing	6.63	1.89	7.05	1.71	1.03	NS
Principle based	17.05	3.03	16.49	3.15	0.75	NS
Social Resistance	13.74	3.63	12.98	2.65	1.17	NS
Control	14.00	2.89	13.84	3.21	0.21	NS
Holistic	3.53	1.39	3.58	1.32	0.16	NS
Decision making ability in total	84.68	10.29	84.67	11.19	0.01	NS

(At 5%level of significance the table value 't' is 1.97)

From the above table it is observed that the calculated 't' 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 location of school. Thus the null hypothesis is accepted.

Findings of the Study

1. The level of decision making ability and its dimensions of higher secondary school students with respect to gender and location of school is average.
2. There is no significant difference in decision making ability of higher secondary school students with respect to gender.
3. There is no significant difference in decision making ability of higher secondary school students with respect to location of school.

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 PARENTAL RESPONSIBILITY OF MIDDLE SCHOOL STUDENTS IN
MADURAI DISTRICT**

¹ E.Lourdu Diana Mary² Dr.M.Arockia Priscilla**Abstract**

The main objective was there is any significant difference in parental responsibility of middle school students with respect certain background variables. The present study is conducted in Madurai District. The population for the study parents in Madurai District, Tamilnadu. Samples of 301 middle school students are selected randomly. The investigator found out that, i)there is no significant difference in parental responsibility of middle school student in terms of Age. ii)there is significant difference in parental responsibility of middle school student in terms of Gender. iii)there is significant difference in parental responsibility of middle school student in terms of Educational Qualification. iv)there is no significant difference in parental responsibility of middle school student in terms of Hobby by spending their value time with their children to active their minds and give them a chance to refresh their memories.

Introduction

Inclusive Education (IE) is a new approach towards educating the children with disability and learning difficulties with that of normal ones within the same roof. It brings all students together in one classroom and community, regardless of their strengths or weaknesses in any area, and seeks to maximize the potential of all students. It is one of the most effective ways in which to promote an inclusive and tolerant society. It is known that 73 million children of primary school age were out of school in 2010, down from a high of over 110 million out-of-school children in the mid-1990s, according to new estimates by the UNESCO Institute for Statistics (UIS). About Eighty percent of Indian population lives in rural areas without provision for special schools. It means, there are an estimated 8 million children out of school in India (MHRD 2009 statistics), many of whom are marginalized by dimensions such as poverty, gender, disability, and caste.

Need for the Study

There have been efforts internationally to include children with disabilities in the educational mainstream. In order to achieve truly inclusive education, we need to think about and incorporate children with special needs into regular schools. Especially, because these kids face some sort of barriers to learning and participation in the classroom. As general education classrooms include more and more diverse students, teachers realize the value of accepting each student as unique.

The growing body of research has shown that children do better academically when in inclusive settings and Inclusion provides opportunities to develop relationships. Some of the benefits include: friendships, social skills, personal principles, comfort level with people who have special needs, and caring classroom environments. The most important function of friendships is to make people feel cared for, loved, and safe. In an inclusive educational setting, low-achieving students are able to get extra help even though they did not qualify for special education. Classmates of students with disabilities also experience growth in social cognition, often can become more aware of the needs of others in inclusive classrooms. An interesting side effect is that these parents report that they also feel students with disabilities can create long-lasting friendships more comfortable with people with special needs because of their children's experiences.

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Objectives of the Study

- To find out whether there is any significant difference in parental responsibility of middle school students in terms of Age.
- To find out whether there is any significant difference in parental responsibility of middle school students in terms of Gender
- To find out whether there is any significant difference in parental responsibility of middle school students in terms of Educational Qualification
- To find out whether there is any significant difference in parental responsibility of middle school students in terms of Hobby by spending their value time with their children to active their minds and give them a chance to refresh their memories
- To find out whether there is any significant difference in parental responsibility of middle school students in exerting their influence on Student's performance

Hypotheses of the Study

- There is no significant difference in parental responsibility of middle school students in terms of Age.
- There is no significant difference in parental responsibility of middle school students in terms of Gender
- There is no significant difference in parental responsibility of middle school students in terms of Educational Qualification
- There is no significant difference in parental responsibility of middle school students in terms of Hobby by spending their value time with their children to active their minds and give them a chance to refresh their memories
- There is no significant difference in parental responsibility of middle school students in exerting their influence on Student's performance

Terms and Definitions

According to **UNESCO, inclusive education** is seen as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in **learning**, cultures and communities, and reducing exclusion from **education** and from within **education**."

Methodology in Brief

Survey technique is used for the selection of the sample. The present study is conducted in Madurai District. The population for the study parents in Madurai District, Tamilnadu. Samples of 301 parents are selected randomly.

Tools Used for the Study

For the present study the investigator prepared two tools for collecting data. They are

- A questionnaire is used to find out the Parental Responsibility and Involvement in Inclusive Education of Middle Schools Students in Madurai District.
- A socio- economic status scale is used to find out the status of parents and their responsibility and involvement in Inclusive Education.

Administration and Scoring

The investigator has administered the questionnaire for 301 middle School students in Madurai District. Three types of items are there in the questionnaire. They are 'Strongly Agree', 'Agree' and 'Disagree'.

Findings of the Study

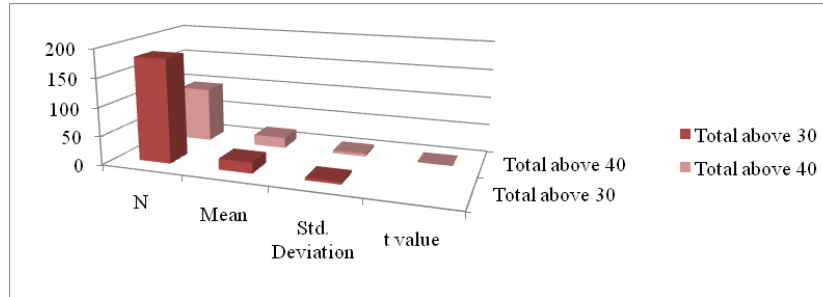
Hypothesis 1

There is no significant difference in parental responsibility of middle school student in terms of Age.

	Age	N	Mean	Std. Deviation	t value	Level of Significance (Significance/ Not Significance)
Total	above 30	182	19.20	4.557	0.257	Not Significance
	above 40	97	19.05	4.965		

Table 4.3 (b)					
	Age	N	Mean	Std. Deviation	t value
Total	above 40	97	19.05	4.965	1.191
	above 50	22	17.55	6.857	
Table 4.3 (c)					
	Age	N	Mean	Std. Deviation	t-value
Total	above 50	22	17.55	6.857	1.515
	above 30	182	19.20	4.557	

Figure: 4.3 (a) Statistical Measures and Results of Tests of Significance in Terms of Age



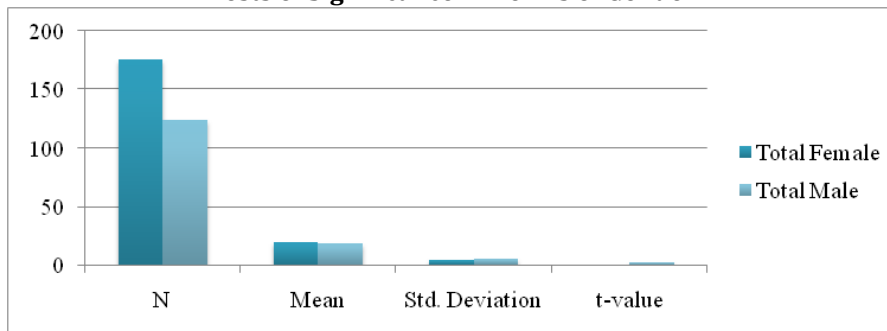
The results of the analysis provided in the Table 4.3(a). Reveal that, the obtained t-value (.257) is less than the table value (1.98).Hence the hypothesis is rejected.

Hypothesis 2

There is no significant difference in parental responsibility of middle school student in terms of Gender.

Table 4.4 Statistical Measures and Results of Tests of Significance in Terms of Gender						
	Gender	N	Mean	Std. Deviation	t-value	Level of Significance (Significance/ Not Significance)
Total	Female	176	19.54	4.316	2.162	Significance
	Male	124	18.31	5.556		

Figure: 4.4 Statistical Measures and Results of Tests of Significance in Terms of Gender



The results of the analysis provided in the table 4.4. Reveal that, the obtained t-value (2.162) is more than the table value (1.98).Hence the hypothesis is accepted.

Hypothesis 3

There is no significant difference in parental responsibility of middle school student in terms of Educational Qualification.

Table 4.5 (a) Statistical Measures and Results of Tests of Significance in Terms of Educational Qualification						
	Educational Qualification	N	Mean	Std. Deviation	t-value	Level of Significance (Significance/ Not Significance)
Total	UG	141	18.33	5.232	2.639	Significance
	PG	134	19.87	4.380		

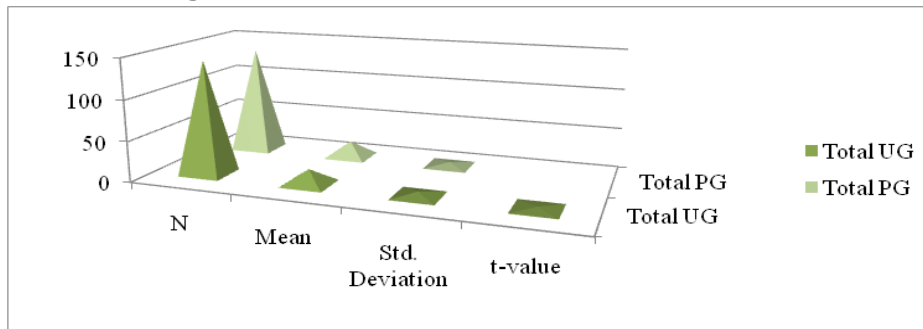
Table 4.5 (b)

	Educational Qualification	N	Mean	Std. Deviation	t-value
Total	PG	134	19.87	4.380	1.376
	M.Phil	25	18.52	5.051	

Table 4.5 (c)

	Educational Qualification	N	Mean	Std. Deviation	t-value
Total	M. Phil	25	18.52	5.051	.171
	UG	141	18.33	5.232	

Figure: 4.5 (a) Statistical Measures and Results of Tests of Significance in Terms of Educational Qualification



The results of the analysis provided in the table 4.5(a). Reveal that, the obtained t-value (2.639) is more than the table value (1.98).Hence the hypothesis is accepted.

Hypothesis: 4

There is no significant difference in parental responsibility of middle school student in terms of Hobby by spending their value time with their children to active their minds and give them a chance to refresh their memories.

Table 4.6 (a) Statistical Measures and Results of Tests of Significance in Terms of Hobby

	Hobby	N	Mean	Std. Deviation	t-value	Level of Significance (Significance/ Not Significance)
Total	Outdoor Activities	109	19.48	4.699	0.135	Not Significance
	Indoor Activities	102	19.39	4.412		

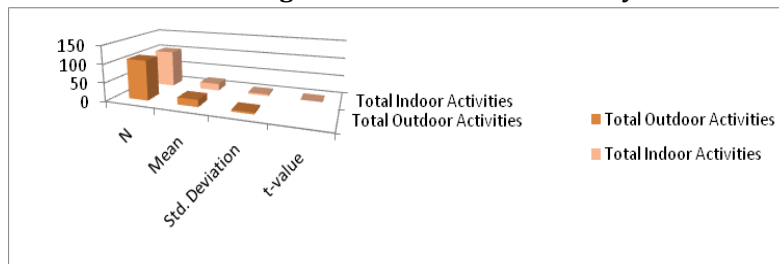
Table 4.6 (b)

	Hobby	N	Mean	Std. Deviation	t-value
Total	Indoor Activities	102	19.39	4.412	1.762
	None	89	18.12	5.531	

Table 4.6 (c)

	Hobby	N	Mean	Std. Deviation	t-value
Total	None	89	18.12	5.531	-1.861
	Outdoor Activities	109	19.48	4.699	

Figure: 4.6 (a) Statistical Measures and Results of Tests of Significance in Terms of Hobby



The results of the analysis provided in the table 4.16 (a). Reveal that, the obtained t-value (.135) is more than the table value (1.98).Hence the hypothesis is rejected.

Hypothesis 5

There is no significant difference in parental responsibility of middle school student in exerting their influence on Student’s performance.

Table 4.18 (a) Statistical Measures and Results of Tests of Significance in Terms of Student Performance

	Student Performance	N	Mean	Std. Deviation	t-value
Total	Outstanding	71	20.75	5.307	
	Good	193	18.97	4.428	2.729

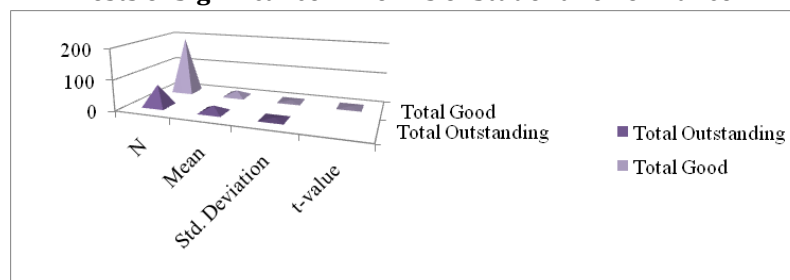
Table 4.18 (b)

	Student Performance	N	Mean	Std. Deviation	t-value
Total	Good	193	18.97	4.428	
	Fair	37	16.05	4.983	3.599

Table 4.18 (c)

	Student Performance	N	Mean	Std. Deviation	t-value
Total	Fair	37	16.05	4.983	
	Outstanding	71	20.75	5.307	-4.451

Figure: 4.18 (a) Statistical Measures and Results of Tests of Significance in Terms of Student Performance



The results of the analysis provided in the table 4.18 (a). Reveal that, the obtained t-value (2.729) is more than the table value (1.98).Hence the hypothesis is accepted.

The Major Finding of the Study

1. There is no significant difference in parental responsibility of middle school student in terms of Age.
2. There is significant difference in parental responsibility of middle school student in terms of Gender.
3. There is significant difference in parental responsibility of middle school student in terms of Educational Qualification.
4. There is no significant difference in parental responsibility of middle school student in terms of Hobby by spending their value time with their children to active their minds and give them a chance to refresh their memories.

Educational Implications

Successful implementation of inclusive educational programs requires the involvement and the support from the parents of learning disabilities children at all level. The main aim of the study was to investigate the role of parents in educating their children in inclusive classrooms as perceived by teachers. Specifically, the present study aimed at:

1. Examining the importance of parents' involvement in their children education at inclusive classrooms from the teachers' perspectives
2. Identifying activities used by teachers or parents to get involved in their children's education at inclusive classrooms
3. Recognizing barriers of parents' involvement in their children's education at inclusive classrooms from teachers' perspectives. This study is applicable to Madurai District, Tamil Nadu. The findings of this study may not be applicable to elsewhere.

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**A STUDY ON SCHOOL ENVIRONMENT AND ACADEMIC
INVOLVEMENT OF SCHOOL TEACHERS**

¹ S.Gnana Guruvu

² Dr.S.Anandaraj

Abstract

Teachers' role is pivotal in arousing interest and inspiring a person for learning and sharpening one's intelligence and wisdom. Quality of education is determined by the dedicated teacher and positive school environment. Therefore the investigator undertakes the research to study the school environment and academic involvement of school teachers. In order to study this problem, survey method was used to collect the data. The population of the present investigation is all the school teachers working in sivagiri and sankarankovil taluks from Tirunelveli district, Tamil Nadu. From the population, 170 teachers were randomly selected as the sample for the study. The finding reveals that the level of school environment and academic involvement of School teachers are found to be moderate with regard to gender. The female teachers are better than the male teachers in their academic involvement. It also reveals that there is a significant relationship between school environment and academic involvement of School teachers.

Key words: School environment, Academic involvement, School teachers

Introduction

Education refers to the systematic process of teaching, training and guiding students to acquire knowledge, skill and understanding through practical experience or deep study on a subject. Quality of teaching determines the quality of education. The teacher, his/her personal qualities, attitude and dedication towards teaching profession, educational qualification and professional training etc. play a vital role in modern education. There are different factors, which determine the quality of education and its contribution to national development.

Academic involvement of teacher has assumed a great importance in the realm of education throughout the world. It is recognized as a natural ingredient of teaching profession. It plays a decisive role in effective teaching. Apparently, academically involved teachers may have strong psychological ties to their school, their students or their subject areas. Achievement of effective education can be brought about by the efforts of a team of high quality teachers. The teachers those who have high involvement in their profession they may internally motivated. The quality competence, character and involvement of teachers are undoubtedly very significant. In a developing society, teacher has assumed a great responsibility to bring out good citizens who could carry out the profession in a dignified and productive manner. A good teacher should have involvement in all academic activities so that he can take sincere steps to motivate the children towards learning. (Maheswari & Anandaraj, 2019)

Need and significance of the study

The teacher's profession is considered as the best and ideal profession in this world as they provide selfless duty to shape someone's life. Their committed work cannot be compared to anything. Teachers are those who always take care of their all students. They check their food habits, cleanliness level, behaviour to others, and concentration towards study. A good teacher is someone who spent their whole life in giving quality education to their students. They push all the students to do their best. They make the learning process very interesting as well as creative. Teachers try their best to bring all the students on the right track by motivation them positively towards study. Good teachers have great involvement in all his/her duties and leave a good impression over their students.

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The most important place besides home where a teacher spends most of his time is school. So the school environment is an essential component of a teacher's life which helps to do his duties with full involvement. Schools have a responsibility to provide teachers with a "**peaceful environment**" in which to develop academically, emotionally, and behaviorally; while at the same time developing relationships with others. A positive school environment creates an optimal setting for teaching. Therefore the investigator undertakes a study on School environment and Academic involvement of school teachers.

Objectives of the study

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

1. To find out the level of school environment and academic involvement of school teachers.
2. To find whether there is any significant difference between male and female teachers in their school environment and academic involvement.
3. To find whether there is any significant relationship between school environment and academic involvement of school teachers.

Hypotheses

1. There is no significant difference between male and female teachers in their school environment and academic involvement.
2. There is no significant relationship between school environment and academic involvement of school teachers.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of 'Academic involvement Scale' comprises of 46 items which was developed by Maheswari and Anandaraj in the year 2017 and "School environment scale" comprises of 59 statements, which was developed and validated by Gnana guruvu (investigator) and Anandaraj (Research supervisor) in 2018. The investigator has selected the sample by random sampling technique for the present study. It comprises of 170 school teachers working in sivagiri and sankarankovil taluks from Tirunelveli district, Tamil Nadu. The data were analysed by using Mean, Standard Deviation, 't' test and correlation analysis.

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 School Environment and Academic Involvement of School Teachers with Regard to Gender

Variable	School environment						Academic involvement					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	13	22.4	39	67.2	6	10.3	14	24.1	38	65.5	6	10.3
Female	8	7.1	79	70.5	25	22.3	17	15.2	77	68.8	18	16.1

It is inferred from the above table that 22.4% of male teachers have low, 67.2% of them have moderate and 10.3% of them have high level of school environment. 7.1% of female teachers have low, 70.5% of them have moderate and 22.3% of them have high level of school environment.

24.1% of male teachers have low, 65.5% of them have moderate and 10.3% of them have high level of academic involvement. 15.2% of female teachers have low, 68.8% of them have moderate and 16.1% of them have high level of academic involvement.

Ho1: There is no significant difference between male and female teachers in their school environment and academic involvement.

Table 2
Difference Between Male and Female Teachers in their School Environment and Academic Involvement

Variable	Group	Number	Mean	SD	't' Value	Remarks
School environment	Male	58	239.00	34.479	1.650	NS
	Female	112	247.66	31.351		
Academic involvement	Male	58	121.07	12.914	2.407	S
	Female	112	125.21	9.266		

(at 5% level of significance the table value of 't' is 1.97, S- Significant, NS- Not Significant)

It is inferred from the above table that there is no significant difference between male and female teachers in their school environment. It is also shows that there is significant difference between male and female teachers in their academic involvement.

While comparing the mean scores of male and female teachers, female teachers (mean = 125.21) are better than the male teachers (mean = 121.07) in their academic involvement.

Ho2: There is no significant relationship between school environment and academic involvement of school teachers.

Table 3
Relationship Between School Environment and Academic Involvement of School Teachers

Variables	N	Calculated value	Remarks
School environment and Academic involvement	170	0.445	S

(at 5% level of significance, the table value of 'r' is 0.159, S- Significant,)

It is inferred from the above table that there is significant relationship between school environment and academic involvement of school teachers.

Findings of the study

The major findings derived from the study are:

1. The level of school environment and academic involvement of male and female teachers are found to be moderate.
2. There is significant difference between male and female teachers in their academic involvement. The female teachers are better than the male teachers in academic involvement.
3. There is significant relationship between school environment and academic involvement of school teachers.

Conclusion

This paper attempted to study the relationship between school environment and academic involvement of school teachers. This study found that female teachers are better than the male teachers in their academic involvement. This may be due to the fact that female teachers have an interest to do curricular and co-curricular activities and they motivate their students to take part in variety of activities and organize such activities effectively. Pearson product moment correlation result shows that there is significant relationship between school environment and academic involvement of school teachers. School as the unique quality of the environment largely depends upon specific ways the pupils are treated in the classroom; the interactions between the teachers and the pupils in school situations. This may enrich the academic involvement of teachers.

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A GENDER WISE ANALYSIS OF SCIENTIFIC ATTITUDE OF HIGH SCHOOL STUDENTS

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Abstract

The objective of the study is to analysis the scientific attitude of high school students in terms of their gender. The investigator has used simple random sampling technique for selecting the sample from the population. The randomization has been done on the basis of Gender. The sample consists of 300 high school students selected from 6 schools of Virudhunagar district consisting of 196 males and 103 females. The Scientific Attitude Scale (SAS) developed by Kannan M (2011) is used in the study. The Scientific Attitude Scale consists of 36 items. In which 18 are of positive polarity and 18 are of negative polarity. The findings revealed that The level of Scientific Attitude with its dimensions of high school students with regard to gender is average. Also there is a significant difference in Scientific Attitude of High School Students with regard to Gender.

Introduction

Most of the changes of this century have been influenced by science and technology. It has been accepted that the knowledge of science and technology is essential for modern civilization. It will be proper to say that the history of science is the history of modern civilization. All countries have accepted that science and technology have direct relationship with the economic agricultural and developmental programmers. There is a persistent belief that science more than any other subject in the traditional school curriculum is cost closely associated with economic a way of knowing that be 'applied' to human environment problem and to industrial development in both agriculture and manufacturing.

Science as a school subject should promote respect for intellectual flexibility and creativity, for the ability to revise old hypotheses. The present living is dominated by science and technology. Leaving aside the materialistic benefits of scientific and technological products there are many aspects of environment and ecological development which are directly related to science and technology. Thus, science and technology are directly related to living which requires and understanding of scientific facts, skills and attitudes.

Significance of the Study

Science, in curriculum, provides certain values which are not provided by any other subject. All the school subjects are taught because they provide liberal education; they are part of the equipment and preparation for life which we expect the school to give to its pupils so that they may play their part in the community as intellectual citizens. Science takes its place side by side with other subject as an essential element of one's education. It affords knowledge of certain facts and laws and an insight into methods and data peculiar to the domain of science. However, the inclusion on any subject in the curriculum should satisfy the intellectual, utilitarian, vocational, cultural, moral and aesthetic values. Science has now become a compulsory subject in school curriculum, and is trying to inculcate scientific attitude besides preparing the pupils for leading quality life. The present study on scientific attitude in high school pupils will reveal the level of scientific attitude possessed by the high school pupils which will help to guide the pupils and teachers in taking necessary steps to inculcate and promote scientific attitude in the pupils.

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Review of Literature

Revati N and Meera K P (2018) investigated the Scientific Attitude among Secondary School Students in Kottayam District of Kerala. The sample consisted of 180 secondary school students of Kottayam District. Investigators used descriptive statistical techniques for the analysis of data. The study found out whether there exists any significant difference between the various subsamples, Gender, Locality and type of management of school based on their Scientific Attitude. Tool used for the study was Scientific Attitude Scale developed by Dr.Shailaja Bhagwath (2003). The major findings are: There is no significant difference in the scientific attitude of secondary school students based on gender. There is no significant difference in the scientific attitude of secondary school students based on type of management. There is no significant difference in the scientific attitude of secondary school students based on locale.

Chakradhara Singh (2017) conducted a study on Scientific Attitude of Secondary School Students in West Tripura District was conducted to measure scientific attitude. For this purpose Descriptive survey method of research was used. A sample of 110 secondary school students were selected randomly from seven schools located in West Tripura district. From the present study it is observed that the students studying in secondary schools hold an average level of scientific attitude. No significant difference is found between the levels of scientific attitude possessed by boys and girls. But the variables-Residence, Medium of Instruction and Type of school had significant difference in the level of scientific Attitude and thus hypothesis is rejected. It can be seen that the students of urban secondary schools and English medium schools hold slightly high scientific attitude than those of rural secondary schools and Bengali medium schools.

Afif Zeidan (2019) investigated the learning environment and attitude towards Biology amongst grade 11 students in cities and village of Tulkam district in Palestine and concluded that the students possessed reasonably positive attitude to biology and perception of learning environment in biology. A significant gender effect in favor of females was also observed along with the significant positive correlation between attitude of pupils to biology, biology learning environment and achievement in biology.

Methodology

Normative survey method is used in this study. The population for the present study is high school students studying in the schools of Virudhunagar District. The investigator has used simple random sampling technique for selecting the sample from the population. The randomization has been done on the basis of Gender. The sample consists of 300 high school students selected from 6 schools consisting of 196 males and 103 females. To study the Scientific Attitude, 'The Scientific Attitude Scale' (SAS) developed by Kannan M (2011) is used in the study. The Scientific Attitude Scale consists of 36 items. In which 18 are of positive polarity and 18 are of negative polarity. Each item has rated on a five point scale.

Operational Definitions

- **Scientific Attitude**

It refers to a way of viewing things, a curiosity to know how and why things happen with an open mind.

- **High School Students**

Students those who are studying IX and X standard in schools of Virudhunagar District.

Objectives of the Study

1. To find out the level of Scientific Attitude with its dimensions of high school students with regard to gender.
2. There is no significant difference in Scientific Attitude of High School Students with regard to Gender.

Hypotheses of the Study

1. The level of Scientific Attitude with its dimensions of high school students with regard to gender is average.
2. There is no significant difference in Scientific Attitude of High School Students with regard to Gender.

Distribution of the Sample in Terms of Gender

Table 1
Gender Wise Distribution of the Sample

S.No.	Gender	Frequency	Percentage
1.	Male	196	65.3%
2.	Female	103	34.7%
Total		300	100%

The above table shows that 65.3% of the students are male 34.7% of them are female high school students.

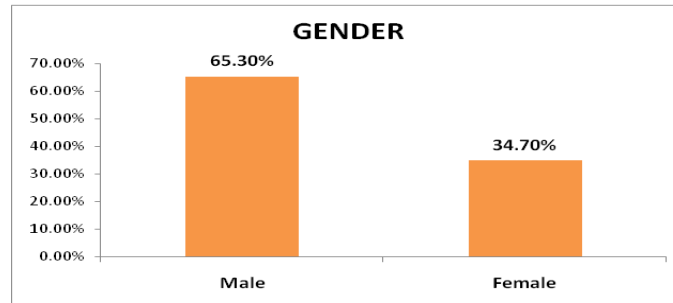


Fig 1 Gender Wise Distribution of the Sample

Percentage Analysis

Objective

To find out the level of Scientific Attitude with its dimensions of high school students with regard to gender.

Table 2

Level of Scientific Attitude with its Dimensions of High School Students with Regard to Gender

Dimensions/Variables	Gender	Low		Average		High	
		Number	%	Number	%	Number	%
Dim-1 Rationality	Male	35	17.9	128	65.3	33	16.8
	Female	16	15.4	64	61.5	24	23.1
Dim-2 Curiosity	Male	41	20.9	126	64.3	29	14.8
	Female	19	18.3	68	65.4	17	16.3
Dim-3 Open-mindedness	Male	18	9.2	162	82.7	16	8.2
	Female	9	8.7	84	80.8	11	10.6
Dim-4 Aversion to Superstitions	Male	31	15.8	131	66.8	34	17.3
	Female	12	11.5	80	76.9	12	11.5
Dim-5 Objectivity of Intellectual Beliefs	Male	34	17.3	128	65.3	34	17.3
	Female	16	15.4	66	63.3	22	21.2
Dim-6 Suspended Judgment	Male	50	25.5	108	55.1	38	19.4
	Female	19	18.3	61	58.7	24	23.1
Scientific Attitude in Total	Male	43	21.9	112	57.1	41	20.9
	Female	18	17.3	63	60.6	23	22.1

From the table 2 it is observed that large percentage of male high school students have Rationality (65.3%), Curiosity (64.3%), Open Mindedness (82.7%), Aversion to Superstitions (66.8%), Objectivity of Intellectual Beliefs (65.3%), Suspended Judgment (55.1%) and Scientific Attitude in total (57.1%).

Also it is observed that large percentage of female high school students have Rationality (61.5%), Curiosity (65.4%), Open Mindedness (80.8%), Aversion to Superstitions (76.9%), Objectivity of Intellectual Beliefs (63.5%), Suspended Judgment (58.7%) and Scientific Attitude in total (60.6%).

Differential Analysis

Null Hypothesis 1

There is no significant difference in Scientific Attitude of High School Students with regard to Gender.

Table 3
Significant Difference in Scientific Attitude of High School Students with Regard to Gender

Dimensions/Variables	Gender				Calculated 't' value	Remarks at 5% level
	Male (N=196)		Female (N=104)			
	Mean	S.D	Mean	S.D		
Dim-1 Rationality	13.90	2.423	13.94	2.538	0.13	NS
Dim-2 Curiosity	11.60	1.589	11.7	1.447	0.92	NS
Dim-3 Open-mindedness	11.41	1.675	11.72	1.645	1.50	NS
Dim-4 Aversion to Superstitions	18.60	2.863	18.71	2.506	0.33	NS
Dim-5 Objectivity of Intellectual Beliefs	18.63	2.820	18.82	2.829	0.55	NS
Dim-6 Suspended Judgment	15.33	2.211	15.56	2.245	0.86	NS
Total Scientific Attitude	89.50	7.868	90.54	7.590	2.11	S

(The table value of 't' at 5% level of significance is 1.97)

From the above table it is inferred that the calculated 't' values are less than the table value for Rationality, Curiosity, Open Mindedness, Aversion to Superstitions, Objectivity of Intellectual Beliefs and Suspended Judgment. Hence the null hypothesis is accepted.

Further the calculated 't' value is greater than the table value for total scientific attitude. Thus there is a significant difference between male and female students in their Scientific Attitude in total. Hence the null hypothesis is rejected.

Findings of the Study

1. Among 300 high school students 65.3% of the students are male 34.7% of them are female students.
2. The level of Scientific Attitude with its dimensions of high school students with regard to gender is average.
3. There is a significant difference in Scientific Attitude of High School Students with regard to Gender.

Result and Discussion

- Findings based on the percentage analysis the level of Scientific Attitude with respect to the background variables gender, locality of school, place of birth, type of school, standard, medium of instruction and nature of school is average. This may be due to the fact that the facilities like library, laboratory, audio-visual aids, exposure by eminent personalities, participation in fairs, quiz, exhibitions, etc., will help in the inculcation and promotion of scientific attitude in the individuals. The above mentioned facilities are not so adequately available in our schools.
- The 't' test result shows that there is a significant difference between male and female students in their Scientific Attitude in total. This may be due to the advancement in Science and technology even though they do good things, sometimes it affects female students in exposing their capabilities with much social hindrances. In addition to parents, friends, elders and the society show variations to treat and give importance to both boys and girls to bring out their potentialities.

Conclusion

On the basis of the above mentioned major findings of the present study and the investigator's own experience as a Science group student the investigator feels the necessity of the following factors for the nourishment and promotion of scientific attitude among secondary school students. They are : Informative experience about the attitude object, situations arising in solving a problem, pleasant emotional experiences, well equipped Science laboratories, group decision making, encouragement in the cultivation of desirable attitudes and engaging in wide reading in general and science in particular.

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**RELATIONSHIP BETWEEN CLASSROOM LEARNING ENVIRONMENT AND
SELF-CONFIDENCE OF HIGHER SEOCNDARY STUDENTS**

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Abstract

The main objectives of the study were to find out the level of classroom learning environment and self-confidence of higher secondary students and to find out the significant relationship between classroom learning environment and self-confidence of higher secondary students.. The sample consists of 300 higher secondary students randomly selected from 10 higher secondary schools in Sankarankovil and Sivagiri taluks.Taluk, Tirunelveli district of Tamil Nadu. The classroom learning environment and self-confidence scales were used for collection of data. The research reveals that the level of classroom learning environment and self-confidence of higher secondary students was moderate and there is significant relationship between classroom learning environment and self-confidence of higher secondary students.

Keywords: classroom learning environment, self-confidence and higher secondary students.

Introduction

Classroom environment is the sum total of all the physical, social, emotional and mental factors that contributes to total teaching learning situation. In classroom environment factors like communication, inter-personal relations and group behavior are discussed. The classroom is a learning environment where interactions occur among students, teachers, and learning takes place. Classroom psychological or social environment refers to the climate or atmosphere of the class as a social group that potentially influences what students learn” (Walberg, 1991). The term “self-confidence” is used to mean what Dr.Albert Bandura, a leading research psychologist, has called ‘self-efficacy expectations’. It has been the object of intense study in the field of psychology and led to many important findings. Generally, it is a good predictor of how well people will perform on all sorts of tasks. High self-confidence also increases people’s motivation and persistence. Self confidence is a belief in our self and our abilities, a mental attitude of trusting or relying on ourselves. Confidence is sometimes equated with freedom from doubt; however confidence is needed usually when the outcome is uncertain, so that true confidence is actually about feeling comfortable with uncertainty and not knowing what the outcome will be. Self confidence is the difference between feeling unstoppable and feeling scared out of our wits. Our perception of ourselves has an enormous impact on how others perceive us. Perception is reality the more self confidence we have, the more likely it is that we’ll succeed.Hence the researcher chooses ***“Relationship between classroom learning environment and self-confidence of higher secondary students”***.

Significance of the Study

Self-confidence is commonly defined as the sureness of feeling that you are equal to the task at hand. This sureness is characterized by absolute belief in ability. Nonetheless, although confidence is a desirable characteristic, arrogance – or a sureness of feeling not well founded in one’s ability – is undesirable. Children develop self-confidence in their abilities through their academic environment. When students acquire healthy levels of self-confidence, they are better equipped to face the stress of school. Students with self-confidence pay more attention in class, get along better with their peers and generally have a more focused and inquisitive attitude. Teachers can use a variety of activities and techniques to promote self-confidence in your students.

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One important aspect of the classroom climate concerns the way space is used. With different kinds of learning activities in progress at any one time, there has to be provision for quiet, thoughtful writing, independent reading, math activities requiring the use of manipulative, collaborative tasks, art work with paint or clay, model construction, and group instruction. At times, the teacher will want to talk with the whole class at the same time. With younger children, this may be done with students sitting on a carpet in a small area of the room, as the proximity makes it easier for them to attend to the group discussion; with older students, a circle of chairs or a cluster of tables may be more appropriate. Therefore the investigator undertakes a study on relationship between classroom learning environment and self-confidence of higher secondary students.

Objectives of the Study

1. To find out the level of classroom learning environment of higher secondary students.
2. To find out the level of self-confidence of higher secondary students.
3. To find out the significant relationship between classroom learning environment and self-confidence of higher secondary students.

Hypothesis

There is no significant relationship between classroom learning environment and self-confidence of higher secondary students.

Methodology

Survey method was adopted for the present study. The population for the study consists of all the higher secondary students studying in 11th and 12th standard in higher secondary schools in *Sankarankovil and Sivagiri taluks.Taluk* of Tirunelveli District approved by Tamilnadu government school education department. The sample consists of 300 higher secondary students from 10 higher secondary schools.

Tool Used

The personal data sheet, classroom learning environment scale and self-confidence scales were used for collection of data. The classroom learning environment scale was prepared by the investigator and guide in the year 2018. This scale contains 54 statements with four point rating scale and the adopted tool self-confidence scale was consists of 50 statements with two point rating scale.

Analysis Of Data

The statistics employed in the study were percentage and correlation analysis. The analyses were presented in the following tables.

Table - 1
Level of Classroom Learning Environment
of Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
64	21.3	185	61.7	51	17

It is inferred from the above table that 21.3% of student have low, 61.7% of them have moderate and 17 % of them have perceive high level of classroom learning environment of higher secondary students.

Table - 2
Level of Self-Confidence of
Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
146	48.7	80	26.7	74	24.7

It is inferred from the above table that 48.7% of student have low, 26.70% of them have moderate and 24.7 % of them have high level of Self-confidence of higher secondary students.

H₀1: There is no significant relationship between classroom learning environment and self-confidence of higher secondary students.

Table - 3
Relationship Between Classroom Learning Environment and
Self-Confidence of Higher Secondary School Students

<i>Variables</i>		<i>Calculated 'r' value</i>	<i>Degrees of freedom</i>	<i>Table 'r' value</i>	<i>Remarks</i>
Classroom Learning Environment	Self-Confidence	0.146	298	0.113	S

It is inferred from the above table that the calculated 'r' value (0.146) greater than the table value (0.113) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant relationship between classroom learning environment and self-confidence of higher secondary students.

Findings

1. 21.3% of student have low, 61.7% of them have moderate and 17 % of them have perceive high level of classroom learning environment of higher secondary students.
2. 48.7% of students have low, 26.70% of them have moderate and 24.7 % of them have high level of Self-confidence of higher secondary students.
3. There is significant relationship between classroom learning environment and self-confidence of higher secondary students.

Educational Implication

Most of the higher secondary students have perceived moderate level of classroom environment. The authorities of higher secondary schools need to provide good classroom environment by organizing all required curricular and co-curricular activities, encouraging the teachers to experiment to innovating methods of teaching encouraging the learners to actively participate in learning process and ensuring threat-free atmosphere in the school campus to enable the students experience all kind of behavioral modification. The some of the following Recommendation for enhancing better class room learning environment for this study and apply in needed situation.

1. The teachers should maintain the positive healthy classroom environment especially for twelfth standard students also. Teachers should not set a mind set on get high marks as achievement in their student's studies.
2. The teachers should encourage their students and give proper motivation and provide interactive classroom learning environment to all their students without consider the government and Public or board examination attending students.
3. In urban area location of students, the teachers are maintaining stress free and balanced mind set for classroom. Teachers should not maintain same methods of teaching. Teachers should use variety of teaching methods with respect to their subjects and environment.
4. The teachers and their students should adhere to follow the proper time schedule in curricular and co-curricular activities for urban location of students also.
5. Teachers should effort to create a positive learning environment; teachers can address problematic classroom behaviors by developing appropriate relationships with students that help them feel more comfortable in academic settings.
6. Teachers should identify their student's hidden talents and performance by some special techniques like psychometric tests, sociometric tests, interview, observation and some situational test. This leads to guide the teachers to their students for improving their self-confidence.
7. The government-aided schools should arrange and conduct some special co-curricular and extra-curricular activities like debate, elocution, painting completion, drama, physical and sports activities, dance programmes, mock parliaments, singing, cultural activities, group activities, arts and craft activities, fine arts for improving the self-confidence of their students.
8. Teachers should use some special teaching methods like brain storming method, project method, experimental method, drama method, storytelling method, debate method, self learning methods, discussion methods and field work method to improve the self-confidence of their students

9. Teachers to encourage participate their students in various social and civic responsibility activities like NCC, NSS, Scout, JRC, YRC and red ribbon club for improve the self-confidence of their students.

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**A STUDY ON THE SPIRITUAL INTELLIGENCE IN RELATION TO
ACADEMIC ACHIEVEMENT OF XI STANDARD STUDENTS**

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Abstract

The purpose of the study is to find out the relation between spiritual intelligence and academic achievement of eleventh standard students. The population for the present study is eleventh standard students from Srivilliputtur Taluk. Sample is selected by simple random sampling technique. The sample for the present study consists of 300 eleventh standard students from 10 schools in Srivilliputtur Taluk. The Spiritual intelligence scale developed by Ranjitham (2012). This scale contains 24 items in which 11 items are positive and 13 items are negative. Each item has five alternatives. The scale is classified under four dimensions such as Critical existential thinking, Personal meaning production, Transcendental awareness and Conscious state expansion. The marks obtained from the half yearly examination of eleventh standard students is considered as their academic achievement.

Introduction

Educational institutions, today, are under great pressure to create safe, orderly environments that encourage social as well as academic skills that allow students to succeed in attainment of the required competencies in school and in their future endeavours. It concentrates in raising the percentage of success rate, development, progress, efficiency i.e. only material gain. Young learners hardly understand the purpose of schooling and studying. Their understanding is limited to learning the subjects. They hardly know how they should live their lives, commit themselves to the welfare of the country, care about the environment and other social and moral issues. They are not clear as to what sort of persons they hope to become when they complete their school education. This kind of education turns children into machines.

Spiritual Intelligence is a recently developed psychological construct, which has a solid series of roots. Howard Gardner (1999), originator of multiple intelligence theory, chooses not to include spiritual intelligence amongst his intelligences due to the challenge of codifying quantifiable scientific criteria. Later, Gardner (2000) suggested an "existential intelligence" as viable, but argued that it was better to "put aside the term spiritual, with its manifest and problematic connotations, and to speak instead of an intelligence that explores the nature of existence in its multifarious guises. Thus, an explicit concern with spiritual or religious matters would be one variety, often the most important variety of an existential intelligence."

Significance of the Study

Certain degree of tension in the home life is a normal accompaniment of adolescent growth. Furthermore, such feelings sometimes have a strong motivating effect upon youth and may stimulate him/her to achievement, which he/she otherwise might never have attained. Home tensions as such are not necessarily maladjustive, but when they reach the point where they interfere with student's goals and ambitions, they must be seriously considered. The ages between 12 and 17 fall into a very dangerous period because the person in that age has more tensions, anxieties, and stress which may sometimes lead to abnormal behavior patterns. The intermediate students, who are in the post adolescent stage, face lot of stress in and outside the society especially with their peer group, teachers and media.

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According to National Crime Records Bureau, 32.1% of those who committed suicide in 2009 in Andhra Pradesh fell in the 15-29 age brackets. In 2009-2010 youngsters committed suicide due to failure in examinations across the country. Between April and June 2010, 52 students from corporate colleges committed suicide due to academic pressure. The adolescents studying eleventh standard are with low adjustment which deserves due attention from teachers, parents, peers and public. As a result of this, the achievement is not at par with the expectations. This would lead to stress and strain and the performance would fall. Thus the academic achievement is related to many factors and of many factors now-a-days, the attention is paid on spiritual intelligence. Further the studies connected with the spiritual intelligence and the academic achievement of the eleventh standard students. The results of the study would be of immense useful to the college managements, government, the parents and the children.

Review of Literature

Jan Jahanger and Manzoor Ahmad Parray (2018) found out the level of spiritual intelligence of senior secondary school students of district Baramulla of Kashmir division of Jammu and Kashmir. For the study a total sample of 300 individual subjects divided into two divisions of 150 males comprising of 75 rural & 75 urban and 150 females comprising of 75 rural & 75 urban. The tool used for data collection was Spiritual intelligence scale developed by K.S. Mishra (2014). For this study the statistical tools used were Mean, Standard Deviation and t- test. The findings of the study revealed that there is a significant difference in the spiritual intelligence between male and female students as well as between rural and urban students.

Anandan Nai and Gigi Paul (2017) investigated the level of spiritual Intelligence among higher secondary students in relation to their social adjustment. For this purpose, data collected from 320 higher secondary students from various higher secondary schools of Thrissur district. The tool used for the collection of data was a Spiritual Intelligence Inventory and Social Adjustment for higher secondary students, developed by the investigator and standardized. The results revealed that higher secondary students are having low level of Spiritual Intelligence. There is no significant difference in the Spiritual Intelligence among higher secondary school boys and girls. Rural and Government higher secondary school students are having a higher level of Spiritual Intelligence than Urban and Private school students are Spiritual Intelligence and Social Adjustment are highly correlated. This study suggested that the school authorities should take immediate measures to provide adequate training for developing Spiritual Intelligence and Social Adjustment in them.

Davut Aydin (2018) revealed the relationship between the spiritual intelligence characteristics and self-regulation skills of the Education Faculty students. The study was performed with the data collected from 606 teacher candidates, consisting of 352 female and 254 male students, selected through stratified sampling among the students attending the Education Faculty of Ahi Evran University in the academic year of 2017-2018. In the data analysis, independent t-test, one-factor ANOVA, and Pearson moment-product correlation coefficient were used. As a result of the research, it is concluded that there is a low level of relationship between students' spiritual intelligence characteristics and self-regulation skills, and it doesn't differ by the gender and place of residence variables. On the other hand, it is another result of the research that there is no relationship between the spiritual intelligence characteristics and self-regulation skills of the students and academic achievement.

Methodology

The population for the present study is eleventh standard students from Srivilliputtur Taluk. Sample is selected by simple random sampling technique. The sample for the present study consists of 300 eleventh standard students from 10 schools in Srivilliputtur Taluk. The Spiritual intelligence scale developed by Ranjitham (2012). This scale contains 24 items in which 11 items are positive and 13 items are negative. Each item has five alternatives. The scale is classified under four dimensions such as Critical existential thinking, Personal meaning production, Transcendental awareness and Conscious state expansion. The marks obtained from the half yearly examination of eleventh standard students is considered as their academic achievement.

Operational Definitions

Spiritual Intelligence

Spiritual Intelligence is an innate human potential that can be a catalyst for psychological growth and healing. Spiritual Intelligence is not a static product, but a dynamic and fluid process that can transform one's personal and community life.

Academic Achievement

In this study Students' half yearly mark is considered as Academic Achievement.

Eleventh Standard Students

Students those who are studying XI standard in the higher secondary schools of the Srivilliputtur Taluk.

Objectives of the Study

1. To find out the level of Spiritual intelligence with its dimensions and academic achievement of eleventh standard school students with respect to gender.
2. To find out whether there is any significant difference between male and female eleventh standard students in their spiritual intelligence with its dimensions and academic achievement.
3. To find out the significant correlation between spiritual intelligence and academic achievement of eleventh standard students.

Hypotheses of the Study

1. The level of Spiritual intelligence with its dimensions and academic achievement of eleventh standard school students with respect to gender is average.
2. There is a significant difference between male and female eleventh standard students in their spiritual intelligence with its dimensions and academic achievement.
3. There is no significant correlation between spiritual intelligence and academic achievement of eleventh standard students.

Percentage analysis

Objective

To find out the level of Spiritual intelligence and academic achievement of eleventh standard school students with respect to gender.

Table- 1
Level of Spiritual Intelligence and Academic Achievement of
XI th Standard Students with Respect to Gender

Dimensions /Variable	Gender	Low		Average		High	
		N	%	N	%	N	%
Critical existential thinking	Male	42	29.8	81	57.4	18	12.8
	Female	44	27.7	90	56.6	25	15.7
Personal meaning production	Male	0	.0	105	74.5	36	25.5
	Female	1	.6	110	69.2	48	30.2
Transcendental awareness	Male	159	53	132	93.6	9	6.4
	Female	141	47	137	86.2	22	13.8
Conscious state expansions	Male	35	24.8	94	66.7	12	8.5
	Female	48	30.2	88	55.3	23	14.5
Spiritual intelligence in total	Male	23	16.3	98	60.5	20	14.2
	Female	30	18.9	97	61.0	32	20.1
Academic achievement	Male	23	16.3	91	64.5	27	19.1
	Female	25	15.7	113	71.1	21	13.2

From the table 1 it is observed that large percentage of male eleventh standard students have average level of Critical existential thinking (57.4%), Personal meaning production (74.5%), Transcendental awareness (93.6%), Conscious state expansions (66.7%), Spiritual intelligence in total (60.5%) and Academic achievement (64.5%). Also it is observed that large percentage of female eleventh standard

students have average level of Critical existential thinking (56.6%), Personal meaning production (69.2%), Transcendental awareness (86.2%), Conscious state expansions (55.3%), Spiritual intelligence in total (61.0%) and Academic achievement (71.1%).

Differential Analysis

Null Hypothesis: 1

There is no significant difference between male and female eleventh standard students in their spiritual intelligence and academic achievement.

Table- 2
Significant Difference Between Male and Female XI th Standard Students in their Spiritual Intelligence and Academic Achievement

Dimensions/Variable	Gender	N	Mean	SD	Calculated 't' Value	Remarks at 5% level
Critical existential thinking	Male	141	16.5745	5.35622	0.31	NS
	Female	159	16.7673	5.56457		
Personal meaning production	Male	141	14.2270	4.74999	0.47	NS
	Female	159	14.5094	5.56079		
Transcendental awareness	Male	141	14.7305	8.82438	0.21	NS
	Female	159	14.9119	5.66399		
Conscious state expansions	Male	141	16.2057	4.66218	0.18	NS
	Female	159	15.9874	5.28431		
Spiritual intelligence in total	Male	141	61.5816	10.51540	2.81	S
	Female	159	62.7107	13.16225		
Academic achievement	Male	141	7.9227	139.48512	1.99	S
	Female	159	7.7773	132.77733		

(The table value of 't' at 5% level of significance is 1.97)

From the above table it is inferred that the calculated 't' values are less than the table value for Critical existential thinking, Personal meaning production, Transcendental awareness, Conscious state expansions. Thus there is no significant difference between male and female students in their Spiritual intelligence and academic achievement. Hence the null hypothesis is accepted. The calculated 't' values are greater than the table value for Spiritual intelligence in total and Academic achievement. Thus there is a significant difference between male and female students in their Spiritual intelligence and academic achievement. Hence the null hypothesis is rejected.

Correlation Analysis

Null Hypothesis: 2

There is no significant correlation between spiritual intelligence and academic achievement of eleventh standard students.

Table 3
Correlation between Spiritual Intelligence and Academic Achievement of XI th Standard Students with Respect to Total Sample

Variable 1	Variable 2 Spiritual Intelligence	Calculated 'r' value	Remarks at 5% Level
	Dimensions		
Academic Achievement	Critical existential thinking	1	S
	Personal meaning production	0.271	S
	Transcendental awareness	0.095	NS
	Conscious state expansions	0.14	S
	Spiritual intelligence in total	0.420	S

(The table value of 'r' at 5% level of significance is 0.113)

From the above table it is inferred that the calculated 'r' value is greater than the table value for Critical existential thinking, Personal meaning production, Conscious state expansions and Spiritual

intelligence in total. Thus there exists a significant positive correlation between spiritual intelligence and academic achievement of eleventh standard students. Hence the null hypothesis is rejected.

Findings of the Study

1. The level of Spiritual intelligence with its dimensions and academic achievement of eleventh standard school students with respect to gender is average.
2. There is a significant difference between male and female eleventh standard students in their spiritual intelligence with its dimensions and academic achievement.
3. There is a significant positive correlation between spiritual intelligence and academic achievement of eleventh standard students.

Conclusion

The eleventh standard students who are in the schools and who are in the stage of decide the future career with numerous responsibilities and challenges. This burden sometimes creates stress to them. But they are required to possess fundamental qualities like emotional, cognitive, mental health and social intelligence. Also they are required to possess spiritual intelligence for their academic achievement. The spiritual intelligence comprises of an array of capabilities that result from the spiritual sources in line with the development of construct of an academic achievement. These qualities provide them superior mental health and make them perform well in their academic pursuit.

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PROFESSIONAL DEVELOPMENT AMONG B.ED AND M.ED FACULTY IN MADURAI DISTRICT

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Abstract

The main objective of the study was to find out the level professional development among B.Ed and M.Ed faculty in Madurai district. The investigator used a stratified random sampling technique. The sample consists of 200 arts and science college teachers in Madurai district. The study has revealed that B.Ed and M.Ed College Faculties have professional development in all aspects only 50 %. It has revealed that a majority of them remain unaware of their professional competencies. The B.Ed and M.Ed College Faculties are uniform in professional developments in terms of sex, age, marital status, place of residence, type of college, teaching experience and status of institution. The personal variables are not a deciding factor in the professional development of teachers in arts and science colleges.

Introduction

Education is purposeful, continuous and lifelong. For individual adjustment and development it serves as a dynamic process. Man develops his thinking, reasoning, problem solving, creativity intelligence, aptitude, positive sentiments, skills, good values and attitudes through education. It is through education he is transformed into human, social, moral and spiritual human being.

The investigator has selected the present study with the aim of assessing the Professional development of teachers at college level. Therefore it has been entitled as **“Professional Development among B.ED and M.ED Faculty in Madurai District”**.

The present study is a survey in nature to find out the professional development among B.ED and M.ED Faculty in Madurai District. The investigator in order to find out the professional development among B.ED and M.ED Faculty has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusion drawn from the data have been recorded in this study.

Need for the Study

The present day teacher needs systematic training to be effective. He is increasingly expected to be a kind of omnibus person at a time when all other professions are becoming more specialized in their operation. For example, some professions like those of lawyers, doctors and engineers have a distinct and limited role while a teacher is expected to do indulge in a number of diverse activities as part of his/here profession. A teacher is concerned not only with the intellectual development of his students but also with their moral, emotional, civic, and aesthetic and even career development. Thus, a teacher’s task has become a challenging one. To be a good teacher, an individual should have a number of qualities of heart and head. An ideal teacher should have the character of a ‘sanyasi’ the knowledge and skills of an expert and the ability to apply them with the sensitivity and feeling of an artist. All these show that a teacher, to be effective, should develop qualities and professional competencies.

Objectives of the Study

1. To find out the workshop attended by B.ED and M.ED Teacher Educators.
2. To find out the teaching experiences of B.ED and M.ED Teacher Educators.
3. To find out the innovative methods of B.ED and M.ED Teacher Educators.
4. To find out the involvement of B.ED and M.ED Teacher Educators in community service.
5. To find out the publication of B.ED and M.ED Teacher Educators.

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Hypotheses Formulated for the Study

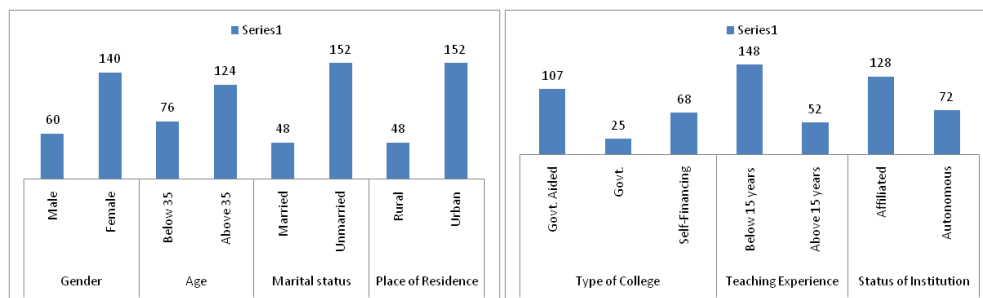
1. The workshop attended by B.ED and M.ED Faculty are maximum.
2. The teaching experiences of B.ED and M.ED Faculty are average for UG, PG, M.Phil., and other courses.
3. The B.ED and M.ED Faculty adopt innovative methods.
4. The B.ED and M.ED Faculty involve themselves in community service.
5. The B.ED and M.ED Faculty do have publication.

Methodology

The investigator used a stratified random sampling technique. The sample consists of 200 arts and science college teachers in Madurai district with due representation given to various personal variables namely sex, age, marital status, place of residence, type of college, teaching experience and status of institution.

Table 1
Break up of the sample

S.No	Subgroups	Description	No. of Teachers	No. of Students
1	Gender	Male	60	200
		Female	140	
2	Age	Below 35	76	200
		Above 35	124	
3	Marital status	Married	48	200
		Unmarried	152	
4	Place of Residence	Rural	48	200
		Urban	152	
5	Type of College	Govt. Aided	107	200
		Govt.	25	
		Self-Financing	68	
6	Teaching Experience	Below 15 years	148	200
		Above 15 years	52	
7	Status of Institution	Affiliated	128	200
		Autonomous	72	



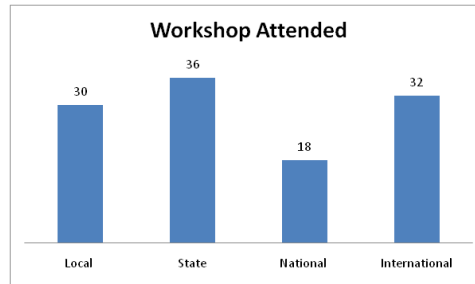
Findings

Hypothesis 1

The workshop attended by B.Ed and M.Ed College Faculties are maximum.

Table 2
Percentage Analysis of Workshop Attended by B.Ed and M.Ed College Faculties in Madurai District

S. No.	Workshop Attended	No. of Persons	Percentage
1.	Local	45	30
2.	State	54	36
3.	National	27	18
4.	International	48	32



It is evident from Table 4.5 that the B.Ed and M.Ed College Faculties 36% of them have attended state level workshop. 32% of them have attended international level workshop. 30% of them have attended local level workshop. 18% of them have attended National level workshop. Hence the hypothesis stated as the workshop attended by B.Ed and M.Ed College Faculties are maximum is rejected.

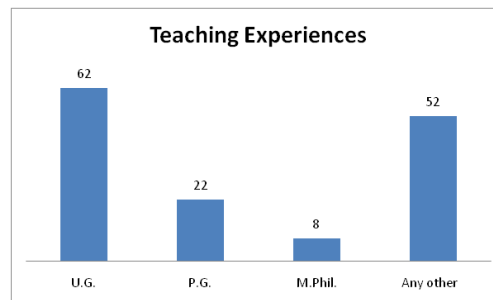
It may be interpreted from the above findings that B.Ed and M.Ed College Faculties have attended local, state level, national level and international level workshop less than 50%.

Hypothesis 2

The teaching experiences of B.Ed and M.Ed College Faculties are average for UG, PG, M.Phil., and other courses.

Table 3
Percentage Analysis of Teaching Experiences of B.Ed and M.Ed College Faculties in Madurai District

S. No.	Teaching Experiences	No. of Persons	Percentage
1.	U.G.	93	62
2.	P.G.	33	22
3.	M. Phil.	12	8
5.	Any other	78	52



It is evident from Table that the B.Ed and M.Ed College Faculties 62% of them have UG teaching experience. 52% of them have teaching experience for other courses. 22% of them have P.G. teaching experience. 8% of them have M.Phil. teaching experience. Hence the hypothesis stated as the teaching experiences of B.Ed and M.Ed College Faculties are average for UG, PG, M.Phil., and other courses is rejected.

It may be interpreted from the above findings that B.Ed and M.Ed College Faculties more than 50% have UG and PG teaching experience. B.Ed and M.Ed College Faculties have teaching experience in M.Phil. and other courses less than 25%.

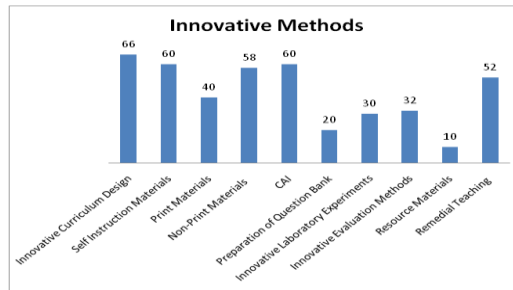
Hypothesis 3

The B.Ed and M.Ed College Faculties adopt innovative methods.

Table 4
Percentage Analysis of Innovative Methods of B.Ed and M.Ed College Faculties in Madurai District

S. No.	Innovative Methods	No. of Persons	Percentage
1.	Innovative Curriculum Design	99	66
2.	Self Instruction Materials	90	60

3.	Print Materials	60	40
5.	Non-Print Materials	87	58
6.	CAI	90	60
7.	Preparation of Question Bank	30	20
8.	Innovative Laboratory Experiments	45	30
9.	Innovative Evaluation Methods	48	32
10.	Resource Materials	15	10
11.	Remedial Teaching	78	52



It is evident from Table 4.8 that the B.Ed and M.Ed College Faculties 66% of them have done innovative curriculum design. 60% of them have prepared self instructional materials and CAI package. 58% of them have prepared non-print materials. 52% of them are taking up remedial teaching. 40% of them have prepared print material. 32% of them have prepared evaluation methods. 30% of them have prepared innovative lab experiments. 20% of them have prepared question bank. 10% of them have prepared resource materials. Hence the hypothesis stated as the B.Ed and M.Ed College Faculties adopt innovative methods is rejected.

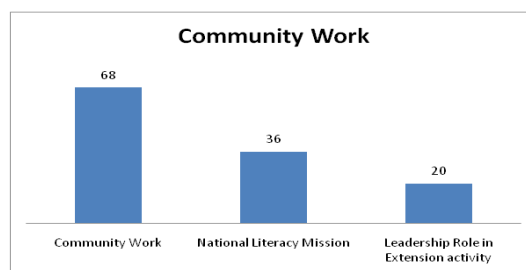
It may be interpreted from the above findings that B.Ed and M.Ed College Faculties more than 50% have prepared innovative curriculum, Self instructional material, CAI package and remedial teaching. The B.Ed and M.Ed College Faculties less than 50% have prepared print material, innovative evaluation methods, innovative lab experiments, and question bank and resource materials.

Hypothesis 4

The B.Ed and M.Ed College Faculties involve themselves in community service.

Table 5
Percentage Analysis of Community Service of B.Ed and M.Ed College Faculties in Madurai District

S. No.	Community Service	No. of Persons	Percentage
1.	Community Work	102	68
2.	National Literacy Mission	54	36
3.	Leadership Role in Extension activity	30	20



It is evident from Table 4.9 that the B.Ed and M.Ed College Faculties 68% of them have involved in community work. 36% of them have participated in National Literacy Mission. 20% of them have played a leadership role in extension activities. Hence the hypothesis stated as the B.Ed and M.Ed College Faculties involve themselves in community service is accepted.

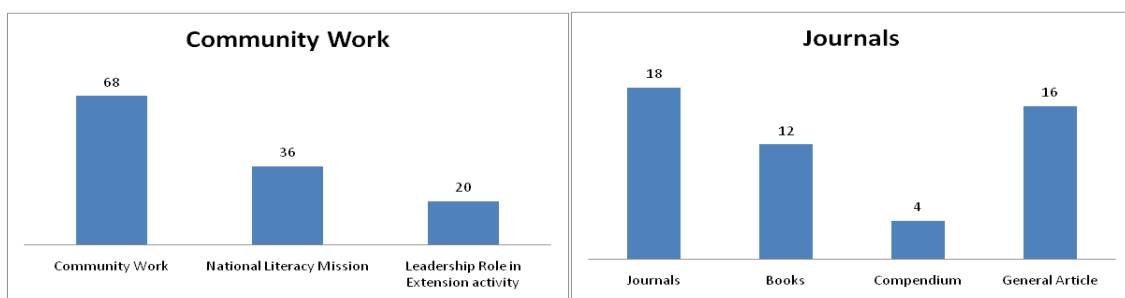
It may be interpreted from the above findings that B.Ed and M.Ed College Faculties more than 50% have involved themselves in community works. The B.Ed and M.Ed College Faculties less than 50% have participated in National Literacy Mission and played leadership role played in extension activities.

Hypothesis 5

The B.Ed and M.Ed College Faculties do have publication.

Table 6
Percentage Analysis of Publication of
B.Ed and M.Ed College Faculties in Madurai District

S. No.	Journals	No. of Persons	Percentage
1.	Journals	27	18
2.	Books	18	12
3.	Compendium	6	4
4.	General Article	24	16



It is evident from Table 4.10. that the B.Ed and M.Ed College Faculties 18% of them have published journals. 16 % of them have published general articles. 12% of them have published books and 4% of them have published compendiums. Hence the hypothesis stated as the B.Ed and M.Ed College Faculties have publications is accepted.

It may be interpreted from the above findings that B.Ed and M.Ed College Faculties 18% of them have published journals. 16 % of them have published general articles. 12% of them have published books and 4% of them have published compendiums.

Educational Implications

A profession is calling and it implies acquisition of a fund of knowledge, range of skills and their application in the service of humanity. The B.Ed and M.Ed College Faculties 90% of them are having M.Phil. qualifications. 42% of them are having Ph.D. qualifications. 12% of them are having Research Guideship qualifications. 4% of them are having post doctoral qualifications. The B.Ed and M.Ed College Faculties 66% of them have done innovative curriculum design. 60% of them have prepared self instructional materials and CAI package. 58% of them have prepared non-print materials. 52% of them are taking up remedial teaching. 40% of them have prepared print material. 32% of them have prepared evaluation methods. 30% of them have prepared innovative lab experiments. 20% of them have prepared question bank. 10% of them have prepared resource materials.

The study has revealed that B.Ed and M.Ed College Faculties have professional development in all aspects only 50 %. It has revealed that a majority of them remain unaware of their professional competencies.

The B.Ed and M.Ed College Faculties are uniform in professional developments in terms of sex, age, marital status, place of residence, type of college, teaching experience and status of institution. The personal variables are not a deciding factor in the professional development of teachers in arts and science colleges.

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FIRST AID AWARENESS OF PROSPECTIVE TEACHERS

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²E.Karumalayan

Abstract

The purpose of this study was to study the first aid awareness among prospective teachers. Totally 600 students are taken as sample for the study. The first aid awareness scale for prospective teachers was constructed and standardized by Dr. A. R. Anandha Krishnaveni (Guide) and E.Karumalayan (2018). The result indicated that the prospective teachers have average level of first aid awareness with regard to gender and marital status.

Introduction

Education is accepted as a great and unique investment in human capital for the present and the future. It is universally considered as a vital factor for progress and all-round development of a country. Education, from time immemorial, has been a means towards the achievement of a desired end. One of the major objectives of education is the intellectual development of an individual. To transform this illusive objective into reality, education has been assigned a key role in promoting excellence in every sphere of an individual's life. At present educationist, policy planners and teachers are striving hard to achieve this illusive objective so that the present educational system could be made a better one. However, their attempts are in vain due to various reasons.

Significance of the Study

First aid can be done just about anywhere that an emergency requires. In places far from hospitals, first aid may be the only help possible until the person can be taken to a hospital or clinic. At its most basic, first aid is the initial assistance given to a victim of injury or illness. Comprised of relatively simple techniques that can be performed with rudimentary equipment, first aid is usually carried out by a layperson until professional medical assistance arrives. First aid is also used to help people who suddenly become sick, until help arrives or they can be taken to medical care.

Any emergency can be handled easily with adequate preparation, including a medical one. A well stocked first aid kit, kept within easy reach is a must for every home. Preparing and maintaining a first aid kit is also a great way of teaching kids about safety, though it should be stored well out of their reach. First aid is an important life skill that helps reduce fatalities and enables the faster treatment of injuries. It also has an important role to play in providing staff and pupils with a sense of purpose and achievement, giving them the skills that will potentially save lives. So the teachers must have to know the First aid skills, hence the need for the conduct of the present study.

Operational Definitions**First AID Awareness**

It refers to knowledge about emergency care or treatment given to an ill or injured person before regular medical aid.

Prospective Teacher Students

It refers to students of colleges of education from Virudhunagar District.

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Objectives of the Study

1. To find out the level of first aid awareness among the prospective teachers with respect to gender.
2. To find out the level of first aid awareness among the prospective teachers with respect to marital status.
3. To find out whether there is any significant difference in first aid awareness among the prospective teachers with respect to gender.
4. To find out whether there is any significant difference in first aid awareness among the prospective teachers with respect to marital status.

Hypotheses of the Study

1. The level of first aid awareness among the prospective teachers is average based on gender and marital status.
2. There is no significant difference in the first aid awareness among the prospective teachers based on gender marital status.

Methodology

In the present study normative survey method was adopted. 600 prospective teachers (male 230 and female 370) selected from Virudhunagar district by using simple random sampling method. The investigator has used first aid awareness scale which was prepared by Dr. A. R. Anandha Krishnaveni (Guide) and E.Karumalaiyan (2018).The tool consists of 34 items.

Percentage Analysis

Objective- 1

To find out the level of first aid awareness among the prospective teachers with respect to gender.

Table 1
Level of First AID Awareness among the Prospective Teachers with Respect to Gender

Variable	Gender	Low		Average		High	
		Count	%	count	%	count	%
First AID Awareness	Male	43	27.9	94	61.0	17	11.0
	Female	48	10.8	353	79.1	45	10.1

It is observed from the table 4.1 that, among the male prospective teachers 27.9% of them have low level, 61.0% of them have average level and 11.0% of them have high level of first aid awareness. Among the female prospective teachers 10.8% of them have low level, 79.1% of them have average level and 10.1% of them have high level of first aid awareness.

Objective-2

To find out the level of first aid awareness among the prospective teachers with respect to marital status.

Table 2
Level of First AID Awareness among the Prospective Teachers with Respect to Marital Status

Variable	Marital status	Low		Average		High	
		count	%	count	%	count	%
First aid Awareness	Married	44	23.5	125	66.8	18	9.6
	Unmarried	47	11.4	322	78.0	44	10.7

It is observed from the table 4.3 that among the married prospective teachers 23.5% of them have low level, 66.8% of them have average level and 9.6% of them have high level of first aid awareness. Among the unmarried prospective teachers 11.4% of them have low level, 78.0% of them have average level and 10.7% of them have high level of first aid awareness.

Hypothesis: 1

There is no significant difference in first aid awareness among prospective teachers with respect to gender.

Table 3
Significant Difference in First AID Awareness among
Prospective Teachers with Respect to Gender

Variable	Gender	N	Mean	SD	Calculated t-Value	Remarks at 5% level
First Aid Awareness	Male	154	12.5974	2.79008	3.13	S
	Female	446	13.2780	2.14399		

(At 5% level the significant table value 't' is 1.97).

It is inferred from the table 4.9 the calculated 't' value 3.13 is greater than the table value 1.97 at 5% level of significance. Hence that null hypothesis is rejected. Thus the result shows that there is a significant difference between male and female prospective teachers in their first aid awareness.

Hypothesis: 2

There is no significant difference in first aid awareness among prospective teachers with respect to marital status.

Table 4
Significant Difference in First AID Awareness among
Prospective Teachers with Respect to Marital Status

Variable	Marital status	N	Mean	SD	calculated t-Value	Remarks at 5% level
First aid Awareness	Married	187	12.8396	2.48997	1.85	NS
	Unmarried	413	13.2228	2.26706		

(At 5% level the significant the table value 't' is 1.97)

NS- Not significant

It is inferred from the table 4.11 the calculated 't' value 1.85 is less than the table value 1.97 at 5% level of significance. Hence that null hypothesis is accepted. Thus the result shows that there is no significant difference between married and unmarried prospective teachers in their first aid awareness.

Findings of the Study

1. The level of first aid awareness among the prospective teachers is average based on gender and marital status.
2. There is a significant difference in the first aid awareness among the prospective teachers based on gender.
3. There is no significant difference in the first aid awareness among the prospective teachers based on the marital status.

Conclusion

From the present investigation it is concluded that knowledge about first aid awareness is significant one among prospective teachers. Since prospective teachers are going to teach the future citizens. Therefore Government should include in the syllabus about first aid awareness.

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PROBLEM SOLVING SKILL OF B.Ed STUDENTS IN RELATION TO THEIR SOCIAL MATURITY

¹ L.Lurthumani² Dr.S.Anandaraj**Abstract**

The main objective of the study is to find out the problem solving skill of B.Ed students in relation to their social maturity. In order to study this 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. From the population, 231 students were randomly selected as the sample for the study. The finding reveals that the level of problem solving skill and social maturity of B.Ed students are found to be moderate with regard to gender. The female students are better than the male students in their social maturity. It also reveals that there is significant relationship between problem solving skill and social maturity of B.Ed students.

Key words: Problem solving skill, Social maturity, B.Ed students

Introduction

India has a large number of teachers and needs many more. All processes of teacher recruitment, training, motivation, incentives, retention and feedback therefore have to be planned on a large scale. Further the ultimate goal of in-service teacher development should be to ensure that optimal learning takes place in the classrooms. One of the major objectives of teacher education is to develop proper attitudes towards teaching as a result of which he will be able to maximize the achievements from both the material and human resources. The problem for most people is that they do not use one process to solve problems and issues or to make decisions. Good problem solving skills empower students in their educational, professional, and personal lives. Nationally and internationally, there is growing recognition that if education is to produce skilled thinkers and innovators in a fast-changing global economy, then problem solving skills are more important than ever.

Teachers have to face the problems which are brought about by the environmental factors like school environment, family situation, peer group relationship and academic problems, etc. The unsupported factors may influence upon the social behaviour of the teachers. Social adaptations of the person are gradually achieved through continuously changing stages in the progress toward social maturity. Education provides mature person to the society. Mature person means a person who is adjusted to environment easily or a person who makes adjustment with environment easily (Johnsi & Arul, 2017).

Need and significance of the study

Teachers' tasks are getting more and more complex because of the technically, economically, socially, and politically changing world. Teachers have to face with increasing challenges (new ways of technology, motivation, team work, differentiation, classroom management, assessment connection with parents). Nearly every class has students facing integration problems, students who are under motivated, aggressive or have other behavioural problem, students who have learning problems. Most teachers agree on the areas that need greatest development are preparing for students with special needs, handling behavioural problems and discipline. Gender role stereotypes also influence teacher-student classroom interactions (on school subject; student ability, achievement, behaving, motivation) and can cause further problems in teaching-learning process. Hence, the teachers should be a collection of Nobel qualities like challenging and dynamic in the society. In this background the institution of education play a significant role in developing intellectual ability and Social maturity.

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Education provides a mature person to this society. Mature person means a person who is adjusted to environment easily or a person who makes an adjustment with environment easily. A person having a quality of friendliness and adjustable nature is considered a socially mature person. The social maturation allows detailed perception of social environment that help adolescent to influence the social circumstances and develop social patterns of social behaviour (Arul & Anandaraj, 2017). Society is significant medium where certain quality of life and certain types of activity are provided with the aim of securing child's development based on the social need. Since it is stem of growth characterizes of B. Ed student teachers should adapt to the society in which they also accepts to adjust and contribute the social maturity receives important at the present context. Therefore the investigator undertakes a study on problem solving skill of B.Ed students in relation to their social maturity.

Objectives of the study

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

1. To find out the level of problem solving skill and social maturity of B.Ed students.
2. To find whether there is any significant difference between male and female B.Ed students in their problem solving skill and social maturity.
3. To find whether there is any significant relationship between problem solving skill and social maturity of B.Ed students.

Null Hypotheses

1. There is no significant difference between male and female B.Ed students in their problem solving skill and social maturity.
2. There is no significant relationship between problem solving skill and social maturity of B.Ed students.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used the standard tool of 'Problem Solving Skill Scale' comprises of 20 items which was developed by Yogaraj and Selvaraju in the year 2014 and "Social maturity scale" comprises of 34 statements, which was developed and validated by Lurthumani (investigator) and Anandaraj (Research supervisor) in 2018. The investigator has selected the sample by random sampling technique for the present study. It comprises of 231 B.Ed students studying in Tuticorin district. The data were analysed by using Mean, Standard Deviation, 't' test and correlation analysis.

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 Problem Solving Skill and Social Maturity of B.Ed Students with Regard to Gender

Variable	Problem solving skill						Social maturity					
	Low		Average		High		Low		Average		High	
	N	%	N	%	N	%	N	%	N	%	N	%
Male	11	45.8	8	33.3	5	20.8	8	33.3	14	58.3	2	8.3
Female	24	11.6	155	74.9	28	13.5	33	15.9	154	74.4	20	9.7

It is inferred from the above table that 45.8% of male B.Ed students have low, 33.3% of them have moderate and 20.8% of them have high level of problem solving skill. 11.6% of female B.Ed students have low, 74.9% of them have moderate and 13.5% of them have high level of problem solving skill.

33.3% of male B.Ed students have low, 58.3% of them have moderate and 8.3% of them have high level of social maturity. 15.9% of female B.Ed students have low, 74.4% of them have moderate and 9.7% of them have high level of social maturity.

Ho1: There is no significant difference between male and female B.Ed students in their problem solving skill and social maturity.

Table 2
Difference Between Male and Female B.Ed
Students in their Problem Solving Skill and Social Maturity

Variable	Group	Mean	SD	't' Value	Remarks
Problem solving skill	Male	68.46	7.818	1.833	NS
	Female	70.28	4.098		
Social maturity	Male	101.96	9.893	3.182	S
	Female	108.88	10.115		

(at 5% level of significance the table value of 't' is 1.96, S- Significant)

It is inferred from the above table that there is no significant difference between male and female B.Ed students in their problem solving skill. But, there is significant difference between male and female B.Ed students in their social maturity. While comparing the mean scores of male and female students, female students (mean = 108.88) are better than the male students (mean = 101.96) in their social maturity.

Ho2: There is no significant relationship between problem solving skill and social maturity of B.Ed students.

Table 3
Relationship Between Problem Solving
Skill and Social Maturity of B.Ed Students

Variables		Calculated 'r' value	Table 'r' value	Remarks
Problem solving skill	Social maturity	0.549	0.113	S

It is inferred from the above table that there is significant relationship between problem solving skill and social maturity of B.Ed students.

Findings of the study

The major findings derived from the study are:

1. The level of problem solving skill and social maturity of male and female B.Ed students are found to be moderate.
2. There is significant difference between male and female B.Ed students in their social maturity. The female students are better than the male students in their social maturity.
3. There is significant relationship between problem solving skill and social maturity of B.Ed students.

Conclusion

The present study has clearly shown that there is female students are better than the male students in their social maturity. This may be due to the fact that in our society female are having more flexible than male students and in home. This may improve their social maturity. In order to improve the social maturity of the B.Ed student they should need the opportunity for sharing thoughts and feelings by interaction. Group activities and extracurricular activities should be given importance in the college campus.

Pearson product moment correlation test shows that there is significant relationship between problem solving skill and social maturity of B.Ed students. The social maturity has various aspects of social abilities as self-sufficiency, occupational activities, communication, self-direction and social participation. It is a measure of the development competence of an individual with regard to interpersonal relations, behavior appropriateness, social problem solving and judgment.

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PARENTAL CARING OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The purpose of this study was to find out the level of parental caring of higher secondary school students. Totally 300 students are taken as sample for the study. The parental caring scale on higher secondary school students constructed and standardized by Dr.P.Mallapparaj and Dr.A. Muthumanickam (2013). The result indicated that the level of parental caring of higher secondary school students is moderate with regard to gender and locality of students. Also the researcher found that there is no significant difference between higher secondary students with regard to their locality of students.

Introduction

Education develops to full the personality of an individual in all fields and aspects making him intelligent, learned, bold and courageous and possessing strong good character much in the same way on other hand it contributes to the growth and development of society. Also it only through education that moral ideas and spiritual values the aspiration of the nation and its cultural heritage is transferred from one generation to another for preservation, purification and sublimation into and achievements. Thus the education is greatly essential for the growth and development of individual as well as society.

In secondary school students the home environment plays a major role towards mouldings the personality of an adolescent into a man or woman. Home is orienting the individual in the social skills like developing social attitudes, cooperating with other social like developing social attitudes, cooperating other social members learns to accept the feeling of others acquires the skills of recognizing others irrespective of their gender, locality type of school study mode and so on.

Significant of the Study

The role of parental care on children life plays a significant role in this modern era. Also, there are many study conduct in which scholars find great differences between the children whose parents are care in their study and the children whose parents do not support them in their education. Children of more active parents who visited constantly in the school performance much better than the students whose parents ignore visiting school. Due to lack of concentration of parents towards children education is leading to the bad academic performance. Sometimes bad performance in school is due to the neglecting attitude of their parents. Children also feel that their other friend's parents are visited school usually and get the updated of their children progress but their parents even not come in parents meeting which is demotivate them to perform excellently in the class. Teachers also give more focus to active parents' children so if also taking progress report of your children they will discuss the learning issue of the children with teachers so that parents can work on it to remove these lacking. So parents should motivate the children with doing homework at home. Appreciate them when they perform well in the school and home task. If children stuck in any situation while working school work at home parents should help them out. Praise the children for achievement. Build trust so that children discuss school issues with parents.

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Operational Definitions

Parental Caring

By the term parental caring the investigator means caring by the parents in all ways and means in their child's walk of life. Parents care their children activities in various caring such as parenting, communicating, volunteering, at home, decision making and community caring.

Higher Secondary School Students

Higher secondary students refer to students those who are studying XI and XII standard in Srivilliputtur Taluk.

Objectives of the Study

1. To find out the level of parental caring of higher secondary school students with respect to gender.
2. To find out the level of parental caring of higher secondary school students with respect to locality of students.
3. To find out the significant difference in their parental caring of higher secondary school students with respect to gender.
4. To find out the significant difference in their parental caring of higher secondary school students with respect to locality of students.

Hypotheses

1. The level of parental caring of higher secondary school students with respect to gender and locality of students is moderate.
2. There is no significant difference in parental caring of higher secondary school students with respect to gender and locality of students.

Methodology

Normative survey method is adopted in this study. The sample for the present study consists of 300 higher secondary school students from 10 schools in Srivilliputtur Taluk by simple random sampling method. The investigator has used a standardized tool developed by Dr.P.Mallapparaj and Dr.A. Muthumanickam (2013).The tool contains 19 statements with a three-point scale.

Percentage Analysis

Objective: 1

To find out the level of parental caring of higher secondary school students with respect to gender.

Table 1
Level of Parental Caring of Higher Secondary School Students with Respect to Gender

Variable	Gender	Low		Moderate		High	
		Count	%	Count	%	Count	%
Parental Caring	Male	12	28.6	126	55.3	13	43.3
	Female	30	71.4	102	44.7	17	56.7

It is inferred from the above table that, with regard to male higher secondary students 28.6% of them have moderate level of parental caring. 55.3% of them have moderate level and 43.3% of them have high level. With regard to female higher secondary school students 71.4% of students have low level, 44.7% students have moderate level and 56.7% of students have high level of parental caring.

Objective: 2

To find out the level of parental caring of higher secondary school with respect to locality of students.

Table - 2
Level of Parental Caring of Higher Secondary School with Respect to Locality of Students

Variable	Locality of students	Low		Moderate		High	
		Count	%	Count	%	Count	%
Parental Caring	Rural	10	23.8	10.5	46.1	14	46.7
	Urban	32	76.2	123	53.9	16	53.3

It is inferred from the above table that with regard to rural locality higher secondary students, 23.8% of students have low level of parental caring, 46.1% of students have moderate level and 46.7% of students have high level. With regard to urban locality higher secondary students 76.2% of students have low level, 53.9% of students have moderate level and 53.3% of students have high level of parental caring.

Null Hypothesis : 1

There is no significant difference between parental caring of higher secondary school students with respect to gender.

Table 3
Significant Difference between Parental Caring of Higher Secondary School Students with Respect to Gender

Gender	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% level
Male	31.741	3.14	0.92	NS
Female	31.3624	3.96473		

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

It is inferred from the above table that there is no significant difference between male and female higher secondary students in their parental caring. Since the calculated 't' value 0.918 is less than the table value. Hence the null hypothesis is accepted.

Null Hypothesis: 2

There is no significant difference between parental caring of higher secondary school students with respect to locality of students.

Table 4
Significant Difference between Parental Caring of Higher Secondary School Students with Respect to Locality

Locality of Students	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Rural	32.1240	3.22831	2.42	S
Urban	31.1228	3.76862		

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

It is inferred from the above table that there is a significant difference between rural and urban higher secondary students in their parental caring. Since the calculated 't' value 2.421 is greater than the table value. Hence the null hypothesis is rejected.

Findings of the Study

- The level of parental caring of higher secondary school with respect to gender and locality of students is moderate.
- There is no significant difference between male and female higher secondary students in their parental caring.
- There is a significant difference between rural and urban higher secondary students in their parental caring.

Conclusion

Developing proper parental caring is objective of education during adolescence. As parental caring are constructed by one's conscious reflection, the educators and parents should provide experiences that students can master rather than attempting to boost parental caring directly through other means. It is the responsibility of the teachers and school to facilitate adjustment and learning. In this research the findings of the study will be helpful for the teachers as well as curriculum planners to work out innovative strategies in improving the parental caring of the students.

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**AWARENESS ON ENVIRONMENTAL POLLUTION AMONG
COLLEGE STUDENTS IN MADURAI DISTRICT**

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² A. Roseline Annal

Abstract

The main aim of this investigation is to make a study awareness on environmental pollution among college in Madurai district. For the present study, survey research methodology was used. 300 college students were selected from Arts and Science College students situated in Madurai district by using Stratified random sampling method. It examines the difference in performance of the college students in relation to some aspect in terms of Gender, Religion, Institution Type, Mode of College, Locality of the College, Qualification, Course of Studying, Accommodation, Reading Newspaper, Watching TV, Co-Curricular Activities, Participating in Sport, Mode of Transport going to College.

Introduction

“The objective of Environmental Education includes awareness, knowledge, attitudes, skills and participation of people in protecting the environment” - Singh, Kumari, and Sing. The growing concern with environmental issues and their impact on general awareness is one of the most noticeable phenomena in recent years. Every year 5th June is observed as “World Environment Day” in order to emphasize the importance of “Environment” in our lives and also to promote “Environmental Awareness” among all across the world, so that the people from all walks of life come together for ensuring a clean, green and healthy environment for themselves and future generations. A wide array of pollutants related to agriculture and environment in general include: toxic substances, gases, pesticides, particulate, heavy metals, radioactive materials, animal wastes from industrial processing, plant nutrients, radiations, infectious agents, toxins, noise, heat etc. Therefore, agricultural related pollution is one part of the national and international pollution problem. ***“To promote environmental awareness among all sections of the society and to mobilize people’s participation for preservation and conservation of environment”***.

Need for the Study

The impacts of the environmental issues are affecting not only at the local level and it is global problem of important phenomena. Many industrial and infrastructural developments, human population growth and urbanization, plastic usage, electronic wastes, vehicular emissions, depletion of biodiversity, contamination of pollutants in the water bodies, soil and atmospheric pollution have devastated the natural environment causing severe ill health effects on human beings. Creating better environmental practices among the college students is one of such initiative to achieve environmental protection by inculcating moral values and sustainable practices among them to develop as role model in the society. This present study has been undertaken to find out the **“Level of Awareness on Environmental Pollution among College students in Madurai District”**.

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Objectives of the Study

1. To find out the level of awareness about environmental pollution among college students.
2. To study the general environmental practices among the college students.
3. To suggest actions towards creating environmental awareness and environment friendly practice among the college students.
4. To measure the level of Awareness on Environmental Pollution among the under graduate and post graduate regular students with special reference to Arts, commerce and Science colleges in Madurai district.

Hypotheses of the Study

1. There is no significant difference between Male and Female in their awareness on environmental pollution among college students.
2. There is no significant difference between unit-sex and Co-Education College on awareness of environmental pollution among college students.
3. There is no significant difference between the degree of undergraduate and post graduate of study on awareness of environmental pollution among college students.
4. There is no significant difference between the arts and science course of study on awareness of environmental pollution among college students.

Definition of Key Terms

- **Environment Awareness**

“Environmental Awareness” is the awareness of and sensitivity of people or individual to the total environment and its allied problems. It is the extent and degree of awareness of people about environment; their understanding about importance of environment and its protection; environmental pollution; conservation of soil, forest, health etc; and their awareness about the efforts taken by government and other non-governmental agencies in this regard and also the extent of impacts of these efforts.

- **Environmental Pollution**

Environmental pollution is a global problem confronting the entire mankind. A wide array of pollutants related to agriculture and environment in general include: toxic substances, gases, pesticides, particulate, heavy metals, radioactive materials, sediments, animal wastes from industrial processing, plant nutrients, radiations, infectious agents, toxins, noise, heat etc.

- **College Students**

Refers to the branch such as arts, commerce and science in which the undergraduate and postgraduate students were studying for their undergraduate and postgraduate degree course.

Methodology in Brief

The uses investigator uses stratified random sampling technique to collect 300 samples from seven arts and science college students in Madurai district. The investigator plans to undertake survey method as a techniques for this study. The investigator will prepare the questionnaire which has 33 items with scope for two alternative responses viz., Yes and No. Scoring was done by awarding 1/0 respectively for positive items and 0/1 for negative items.

Findings of the Study

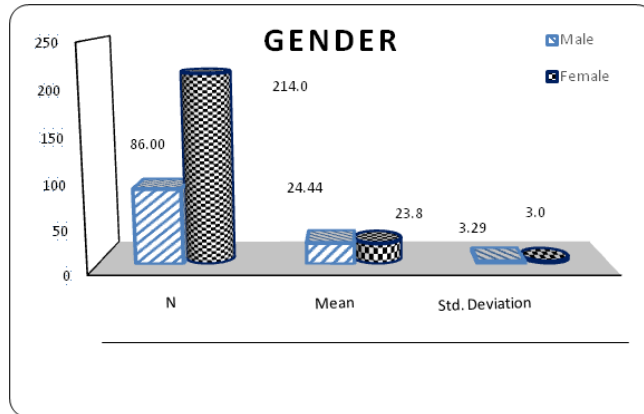
Hypothesis: 1

There is no significant difference between Male and Female in their awareness on environmental pollution among college students.

Table 1
Mean, Std. Deviation, and ‘t’ values for the Significant Difference in Awareness on Environmental Pollution among College Students in Terms of Gender.

Variable	Sub-variables	N	Mean	Std. Deviation	Calculated ‘t’ value	Table ‘t’ value	Level of Significance
Gender	Male	86	24.44	3.288	1.640	1.96	Not Significance
	Female	214	23.79	3.011			

It is evident from the table 1 that the obtained 't' value is 1.640 which is lesser than the table value of 1.96 for degrees of freedom at the 0.05 level of significance. This indicates that there is no significant difference in their awareness on Environmental Pollution among college students in terms of gender. **Hence the hypothesis 1 is accepted**



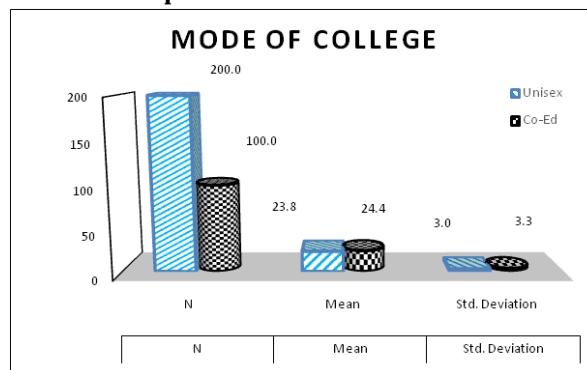
Hypothesis : 2

There is no significant difference between Unisex and Co-Education College on awareness of environmental pollution among college students.

Table 2
Mean, Std. Deviation, and 't' values for the Significant Difference in Awareness on Environmental Pollution among College Students in Terms of Mode of College.

Variable	Sub-Variables	N	Mean	Std. Deviation	Calculated 't' value	Table 't' value	Level of significance
Mode of College	Unisex	200	23.78	2.993	1.584	1.96	Not Significance
	Co-Ed	100	24.38	3.287			

It is evident from the table 2 that the obtained 't' value is 1.584 which is lesser than the table value of 1.96 for degrees of freedom at the 0.05 level of significance. This indicates that there is no significant difference in their awareness on Environmental Pollution among college students in Terms of Mode of College. **Hence the hypothesis 2 is accepted.**



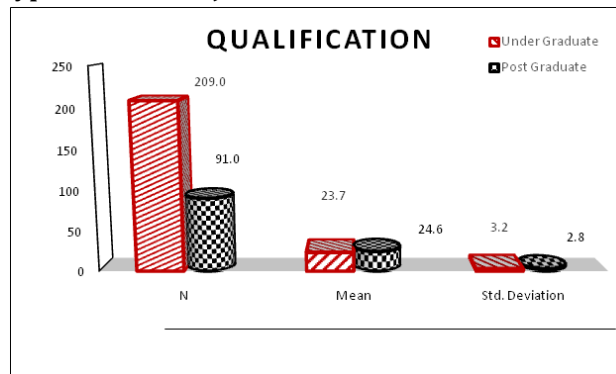
Hypothesis : 3

There is no significant difference between the degree of undergraduate and post graduate of study on awareness of environmental pollution among college students.

Table 3
Mean, Std. Deviation and 't' values for the Significant Difference in Awareness on Environmental Pollution among College Students in Terms of Qualification.

Variable	Sub-Variables	N	Mean	Std. Deviation	Calculated 't' value	Table 't' value	Level of significance
Qualification	Under Graduate	209	23.69	3.178	2.443	1.96	Significance
	Post Graduate	91	24.64	2.827			

It is evident from the table 3 that the obtained 't' value is 2.443 which is greater than the table value of 1.96 for degrees of freedom at the 0.05 level of significance. This indicates that there is no significant difference in their awareness on Environmental Pollution among college students in Terms of Qualification. **Hence the hypothesis 3 is rejected.**



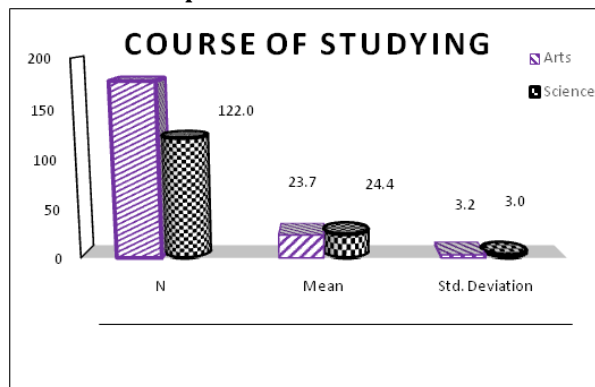
Hypothesis : 4

There is no significant difference between the arts and science course of study on awareness of environmental pollution among college students.

Table 4
Mean, Std. Deviation and 't' values for the Significant Difference in Awareness on Environmental Pollution among College Students in Terms of Course of Studying

variable	Sub-Variables	N	Mean	Std. Deviation	Calculated 't' value	Table 't' value	Level of significance
Course of Studying	Arts	178	23.71	3.157	1.805	1.96	Not Significance
	Science	122	24.37	2.988			

It is evident from the table 4 that the obtained 't' value is 1.805 which is greater than the table value of 1.96 for degrees of freedom at the 0.05 level of significance. This indicates that there is no significant difference in their awareness on Environmental Pollution among college students in Terms of Course of Studying. **Hence the hypothesis 4 is accepted.**



Hypothesis Verification

1. There is no significant difference between Male and Female in their awareness on environmental pollution among college students- **Accepted.**
2. There is no significant difference between unit-sex and Co-Education College on awareness of environmental pollution among college students - **Accepted**
3. There is no significant difference between the degree of undergraduate and postgraduate of study on awareness of environmental pollution among college students - **Rejected.**
4. There is no significant difference between the arts and science course of study on awareness of environmental pollution among college students - **Accepted.**

Educational Implications

Universities can play a dynamic role to develop scientific teaching material, innovative curricula, and vocational programmes along with the training of students. The extension programmes having the participating of local people, nongovernmental organizations, policy-makers and general public should be organized by the educational institute or universities to create environmental awareness.

1. This study provides an outline for the policy makers to educate the environmental pollution awareness.
2. This study may be utilized by the college management to motivate their students and provide the awareness on environment on pollution for their students.
3. This study helps to motivate the student to maintain their environment in a clear manner.

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ORGANISATIONAL COMMITMENT OF SECONDARY SCHOOL TEACHERS

¹ R.Madaselvi² C.Chinnathambi**Abstract**

In this study the investigator has used simple random technique. By this technique 150 teachers were selected. The data were collected from 15 secondary and higher secondary schools of Virudhunagar educational district. The investigator used organizational commitment scale developed by Hyde and Roy (2006). This scale consists of 26 statements with five alternatives. The maximum score for this tool is 150 and a minimum score is 30. For the analysis of data, Percentage analysis, Arithmetic mean, Standard Deviation, 't' test, Analysis of variance (ANOVA) and Chi-square statistical techniques were used.

Introduction

Organizations, as one of the significant features of today's societies are experiencing a rapid change and the effect of the human forces in these changes is undeniable (Honari, 2004). According to Robbins (1996), improving the performance of the individuals and organizations is among the main goals of every active and alive organization, hence studying the factors effective on the performance of the organizations is the main source in directing the managers toward achieving this goal. Organizational commitment is one of these determining factors affecting the employees' sense of participation in the organization's activities and performance (Chelladurai, 2009). There are many types of organizations and educational organizations are among the most important organizations in every society. Mueller, Wallace and Price (1992) state that a great deal of research has been done by industrial-organizational and occupational-psychologist while few researches were conducted on organizational commitment within educational settings. Celep (2000) asserts that human being as the most important input in any organization finds even more weight in educational organizations compared to other organizations. The effectiveness of every educational organization depends on different factors such as the teachers' organizational commitment.

Significance of the Study

The educational organizations such as school need committed teachers to achieve their objectives and cannot succeed without their efforts and commitment. The teachers with strong commitment to the school find it easy to be interested in whatever they do and can involve themselves in it whole heartedly. Organizational commitment is critical in retaining and attracting well-qualified teachers. The teachers who are not committed to their workplace are likely to put less effort in the classroom as compared to the teachers with high level of commitment. This would adversely affect student learning and achievement in particular and standard of education in the country in general. Moreover, high turnover among teachers especially when good teachers quit, can have high costs and implications for the education system. This is because good quality teachers take with them their research, teaching Skills and experience. Other costs include the time involvement in recruitment, selection and training of new faculty; advertising expenses and increased workloads for existing faculty. Satisfaction with job has been found to be a significant determinant of teacher's organizational commitment and in turn, a contributor to school effectiveness. Unless the teachers are satisfied they will not be committed to their organization i.e. the school. Thus, job satisfaction affects the teachers' organizational commitment to a great extent. In this context, it may be appropriate to mention that man's ability to perform skilled tasks is affected by practice and by the degree to which he is motivated.

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While the teachers are selected on the basis of their qualification, training and experience, it could be inferred that the difference in performance of different teachers is related to their motivational level. In the past, influence of motivation on performance has been studied intensively in the field of psychology and organizational behavior. Therefore, a comprehensive view of organizational commitment of teachers is extremely important as it will lead to qualitative improvement in education system.

Methodology

The investigator has used the normative survey method for collecting data. It involves describing, recording, analysis and interpreting the data which are all directed towards a better understanding of the present. The present study consists of 150 samples from secondary school teachers in Virudhunagar district of Tamil Nadu.

Operational Definitions of the Terms

Organizational Commitment

Organizational commitment is an individual's psychological bond to the organization including a sense of job-involvement, loyalty and a belief in the values of the organization.

Secondary School Teachers

Secondary school teachers are those who are trained teachers teaching at secondary school level and are having B.A., B.Ed. or M.A. B.Ed. qualification.

Objectives of the Study

1. Find out the level of organizational commitment of secondary school teachers with respect to a) gender and b) family type.
2. To find out whether there is any significant difference Organizational commitment of secondary school teachers with respect to their a)gender and b)family type.

Percentage Analysis

Objective 1

To find out the level of Organizational commitment of secondary school teachers with respect to gender.

Level of Organizational Commitment of Secondary School Teachers with Respect to Gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	12	19.4	42	67.7	8	12.9
Female	12	13.6	62	70.5	14	15.9

It is inferred from the above table that 19.4 % of the male secondary school teachers have low, 67.7 % of them have moderate and 12.9% of them have high level of organizational commitment. Among the female secondary school teachers 13.6% of them have low, 70.5% of them have moderate and 15.9% of them have high level of organizational commitment.

To find out the level of Organizational commitment of secondary school teachers with respect to family type

Level of Organizational Commitment of Secondary School Teachers with Respect to Family Type

Family Type	Low		Average		High	
	N	%	N	%	N	%
Joint	8	11.8	44	64.7	16	23.5
Nuclear	16	19.5	60	73.2	6	7.3

It is inferred from the above table that 11.8 % of joint family secondary school teachers have low, 64.7 % of them have moderate and 23.5 % of them have high level of organizational commitment. Among nuclear family secondary school teachers 19.5 % of them have low, 73.2% of them have moderate and 7.3 % of them have high level of organizational commitment.

Differential Analysis

Objective 2

There is any significant difference between male and female secondary school teachers with respect to their Organizational commitment.

Significant Difference between Male and Female Secondary School Teachers with Respect to their Organizational Commitment

Gender	N	Mean	S.D	't' value	Significance at 0.05 level
Male	62	1.0200	9.61897	1.988	Significant
Female	88	1.0375	8.32425		

It is inferred from the above table the calculated 't' value 1.98 is greater than the table value of 1.96 at 5% level of significant. Hence the null hypothesis is rejected. This shows that there is significant difference between male and female secondary school teachers with respect to their Organizational commitment.

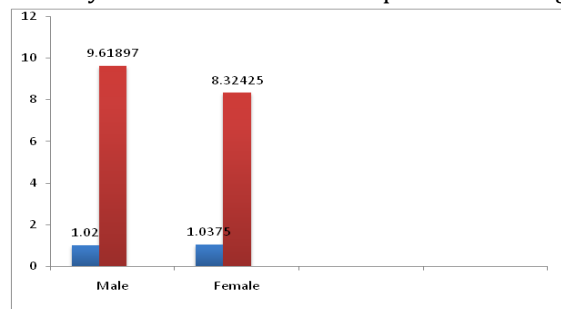


Fig 1 Mean and Standard Values of Male and Female Secondary School Teachers

There is any significant difference between nuclear and joint family secondary school teachers with respect to their Organizational commitment.

Significant Difference Between Nuclear and Joint Secondary School Teachers with Respect to their Organizational Commitment

Family type	N	Mean	S.D	't' value	Significance at 0.05 level
Nuclear	82	1.0093	8.78661	3.278	Significant
Joint	68	1.0556	8.40466		

It is inferred from the above table the calculated 't' value 3.27 is greater than the table value of 1.96 at 5% level of significance. Hence the null hypothesis is rejected. This shows that there is significant difference between nuclear and joint secondary school teachers with respect to their Organizational commitment

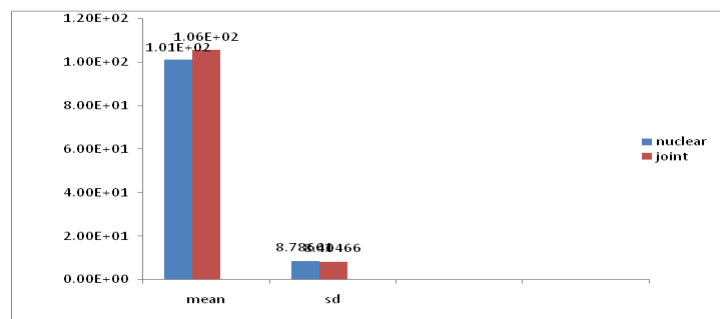


Fig 2 Mean And Standard Values of Nuclear and Joint Family Secondary School Teachers

Findings of the Study

1. The organizational commitment of secondary school teachers is moderate.
2. There is significant difference between male and female teachers with respect to their organizational commitment. The 't' test reveal that the male secondary school teachers better than female secondary

school teachers in organizational commitment. This may be due to the fact that the male secondary school teachers were more likely to adopt the norms and values of the organization easier than females.

3. There is significant difference between joint and nuclear family teachers with respect to their organizational commitment. The 't' test reveals that the nuclear family secondary school teachers are better than joint family secondary school teachers in organizational commitment. This may be due to the fact that nuclear family secondary school teachers have more personal motivation, attitude and interest, it can establish positive decision making skills, that enhance both personal and organizational growth.

Conclusion

Gender and family type were reported to have significant effect on the organizational commitment of teachers. The more committed the teachers are to the schools, the more motivated they would be and more willing to work. The committed teachers feel greater responsibility, reducing the need to monitor and supervise. They are expected to be less likely to leave the organization resulting in the reduction of recruitment and selection expenditures. In order to lower the turnover rates of teachers, ways should be explored to increase the organizational commitment of teachers. So, the policy frame workers and the educationalist should consider these variables for bringing enhancement in teacher's organizational commitment.

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**INFLUENCE OF ORGANIZATION CLIMATE ON CRITICAL
THINKING AMONG HIGHER SECONDARY STUDENTS**

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Abstract

The main objectives of the study were to find out the level of organization climate and critical thinking among higher secondary students and to find out the significant influence of organization climate on critical thinking among higher secondary students. The sample consists of 297 higher secondary students randomly selected from 10 higher secondary schools in Tirunelveli and Palayamkottai Taluks, Tirunelveli district of Tamil Nadu. The organization climate and critical thinking scales were used for collection of data. The research reveals that the level of organization climate and critical thinking among higher secondary students was moderate and there is significant influence organization climate on critical thinking among higher secondary students

Keywords: Organization climate, critical thinking and higher secondary students.

Introduction

An organization's climate is determined by the actions and values that organizational members have in common. This includes widely-held but unofficial beliefs, shared values, typical behaviours, behavioural patterns and mission statements. When a person thinks critically, he takes into consideration various sides of an issue, evaluates evidences, and imagines different consequences and the possible outcomes before he makes a decision. People proficient in Critical Thinking are often open-minded and mindful of alternatives, try to be well-informed, judge well the credibility of sources, identify conclusions, reason and assumptions, judge well the quality of an argument, including the acceptability of its reasons, assumptions, and evidences, can develop and defend a reasonable position, ask appropriate clarifying questions, formulate plausible hypotheses; plan experiments well, define terms in a way appropriate for the context, draw conclusions when warranted, but with caution and integrate all items in this list when deciding what to believe or do (Ennis, 2002). Hence development of Critical Thinking has become a promising strategy helping to increase efficiency of individuals. So the researcher wants to study the relationship between these two variables such as organizational climate and critical thinking among higher secondary students. Hence the researcher chooses "Influence of organization climate on critical thinking among higher secondary students".

Significance of the Study

The qualities of nation depends upon the qualities of its schools and qualities of schools depends considerably on the qualities of the teachers as well as interaction of collective internal and external forces that intervene in the fulfillment of the purpose of the schools. The effectiveness and stability of the schools is mostly based on their organizational climate as well as on the satisfaction of the teachers working in them. The term 'Organizational climate' refers to the overall characteristics, atmosphere in a school. It refers to the sum of all physical, social, emotional and instructional factors which contribute to the total teaching learning situation in the school. Critical Thinking is ability or set of skills that is highly valued in students' especially in contemporary world and development of Critical Thinking has become a promising strategy helping to increase learning effectiveness while teaching any subject matter.

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Improving Critical Thinking Skills is accepted as a crucial goal of education and schools are considered one of the best places where Critical Thinking Skills can be developed efficiently. Consequently, majority of school leavers are not able to think effectively and deal efficiently with many of the practical situations. Hence teachers need to realize that it is their prime duty to develop Critical Thinking Skills in the students by modifying the curriculum to integrate active, authentic and evidence based practices that will develop our students' Critical Thinking Skills to the optimum level. Therefore the investigator undertakes a study the influence of organization climate on critical thinking among higher secondary students.

Objectives of the Study

1. To find out the level of exposure on organizational climate among higher secondary students.
2. To find out the level of critical thinking of higher secondary students.
3. To find out the significant influence of organizational climate on critical thinking among higher secondary students.

Hypothesis

There is no significant influence of organizational climate on critical thinking among higher secondary students.

Methodology

Survey method was adopted for the present study. The population for the study consists of all the higher secondary students studying in 11th and 12th standard in higher secondary schools in Tirunelveli and Palayamkottai taluks, Tirunelveli district of Tamil Nadu approved by Tamilnadu government school education department. The sample consists of 297 higher secondary students from 10 higher secondary schools.

Tool Used

The personal data sheet, organization climate and critical thinking scales were used for collection of data. The organization climate scale was prepared by the investigator and guide in the year 2018. This organization climate scale contains 46 statements and the adopted tool critical thinking scale was consists of 64 statements with five point rating scales for each tool.

Analysis of Data

The statistics employed in the study were percentage and regression analysis. The analyses were presented in the following tables.

Table 1
Level of Exposure on Organizational Climate
among Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
44	14.8	207	69.7	46	15.5

It is inferred from the above table that 14.8 % of students have low, 69.7% of them have moderate and 15.5 % of them have exposure on high level of organization climate among higher secondary students.

Table 2
Level of Critical Thinking Higher
of Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>	<i>No</i>	<i>%</i>
32	10.8	218	73.4	47	15.8

It is inferred from the above table that 10.8 % of students have low, 73.4 % of them have moderate and 15.8 % of them have high level of critical thinking of higher secondary students.

H₀1: There is no significant influence of organizational climate on critical thinking among higher secondary students.

Table 3
Regression test shows the Significant influence of Organization
Climate on Critical Thinking among Higher Secondary School Students

<i>Variables</i>		<i>R value</i>	<i>R² value</i>	<i>Calculated F value</i>	<i>Remarks</i>
organization climate (Independent variable)	critical thinking (Dependent variable)	0.350	0.122	41.152	S

(At 5% level of significance, the table value of F is 3.873 for df (1,295))

It is inferred from the above table that the calculated F value (41.152) is greater than the table value (3.873) for df (1,295) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant influence of organization climate on critical thinking among higher secondary school students.

Findings

1. 14.8 % of students have low, 69.7% of them have moderate and 15.5 % of them have high level of organization climate of higher secondary students.
2. 10.8 % of students have low, 73.4 % of them have moderate and 15.8 % of them have high level of critical thinking of higher secondary students.
3. There is significant influence of organization climate on critical thinking among higher secondary school students.

Educational Implication

The regression analysis reveals that there is significant influence of organization climate on critical thinking among higher secondary school students. This may be due to the fact that organization climate directly influence critical thinking among higher secondary school students because of the good, conducive, open, positive, healthy, democratic, secure and safety and goal oriented organization climate enhance the critical thinking among higher secondary students. The following recommendations are useful to enhance the best organization climate and leads to develop the critical thinking among higher secondary students.

1. The school administration should provide a safety school environment that is like safer aspects from physical, sociological and psychological environment. The environment much free from pollution, crowd, traffic, confusion, chaos and stress. The physical environment of the school should be green and clean. These factors would enhance the better school organization climate
2. Teachers and academicians should not give over workload and study related stress to their students for providing tension free organization climate.
3. Teachers and academicians should treat equally to all their students.
4. Teachers and academicians should give equal importance to their students in academic activities for government public board examination students and also others like non-Public examination students. This will improve the positive school organization climate.
5. The school teachers and academicians should give the opportunity for attending and participate for extra-curricular and co-curricular activities especially for XIth standard students and also female students.
6. The school administration should permit their students to attend academic related programmes in state, national and international level also. Some special programmes are like yoga, meditation, camps, sports activities, drama, elocution, quiz, and field trip and exhibition. These activities are used to increase the critical thinking of their students.
7. Teachers should use different types of teaching methods like brain storming method, discussion method, laboratory method, discovery method play way method, heuristic method, inductive method, deductive method and CAI method to improve the critical thinking of higher secondary students.
8. The school administration and academician should create a peaceful calm, student's welfare, benefited and well organized school organization climate may enhance the critical thinking among higher secondary students.

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**AN INVESTIGATION ON OCCUPATIONAL STRESS OF
HIGHER SECONDARY SCHOOL TEACHERS**

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Abstract

The purpose of the study was to find out the level occupational stress of higher secondary teachers. In order to study the problem, the survey method was used to collect the data. The population of the present investigation is all the higher secondary school teachers who are working in Virudhunagar District. From the population 300 teachers were randomly selected as the sample for the study. The research revealed that THE level of occupational stress and its dimensions of higher secondary school teachers is average with respect to gender, age and marital status.

Introduction

Work is a common term which is applied for all sorts of occupation. It is a basic condition for most people and is an important component of the atmosphere for human survival. It is also a major element for the development of the individual as well as the economy of the nation. Many adults spend half of their lives in work related activities. It is natural to experience work related stress on tension or strain in the body or the mind if there is no release or outlet for the bent-up feelings. A phrase 'stress collapses everything' has a prominent place in the minds of millions. It is a silent killer in the modern age.

Stress can be good or bad. Stress can be classified into two – Eustress and distress. Eustress is the pleasurable stress that accompanies possible events. Distress is the unpleasant stress that accompanies negative events. An occupational stress can be caused by too much or too little work, time pressure and deadlines, fatigue from physical strain of work environment, excessive travelling, long hours, having to cope with changes in work.

Significance of the Study

The modern world is said to be a world of achievements as well as a world of stress. It is true because in the process of economic upheaval of future generation the Higher Secondary school teachers play a major part. As the environment changes rapidly the scale of operations also increases and need a degree of stress to drive to achieve the goal. If there is a long gap between demands and resources then the degree of stress will be more in the organization and the educational institution. Work pressure, deadline, over work, difficult colleagues or impossible job demands can all effect, how a worker feels about his or her job. When the teachers are under the stress in the work place they are reluctant to take up the job. This directly affects the skills and attitudes of the Higher Secondary school teachers.

The Indian Education System has often been termed as being "too bookish". This study aims at exploring the unexplored avenues of Teaching and Teachers. This is a study about occupational stress in Virudhunagar District. To maintain quality in education and implement different government schemes successfully in secondary school level of education effective teacher are must. Keeping in view on all these the present study was conducted to study the teacher with special reference of secondary school teachers. This research is also useful for social researchers, educationists as reference in their advanced research on stress among school teachers.

Operational definitions

Occupational stress

Occupational Stress of higher secondary school teachers refers to the pressure and reactions regarding pupils behaviour and school ethos which results in psychological and physical reactions.

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Teachers who are handling higher secondary classes (XI and XII) are called higher secondary school teachers. They should have a master degree in their relevant subject with B.Ed.

Objectives of the Study

To find out the level of occupational stress and its dimensions of higher secondary school teachers with respect to gender, age and marital status.

Methodology

In this study the investigator has used simple random technique. By this technique 300 higher secondary teachers were selected. The sample data were collected from 6 higher secondary schools in Virudhunagar district. The investigator used occupational stress scale for teachers developed by Kaur (2006). The tool consists of 65 positive statements. The statements are classified under three dimensions such as 1. Pupils' behaviour (1-23) 2. Working Conditions (24-49) and 3. School ethos (50-69). Each of the items was rated on a five point scale.

Hypotheses of The Study

The level of occupational stress and its dimensions of higher secondary school teachers is high with respect to gender, age and marital status.

Percentage Analysis

Hypothesis: 1

The level of male and female higher secondary teachers in their occupational stress and its dimensions is high.

Table 1
Level of Male and Female Higher Secondary Teachers in their Occupational Stress and its Dimensions

Dimensions	Gender	Low		Average		High	
		N	%	N	%	N	%
Pupils' behavior	Male	25	14.5	125	72.7	22	12.8
	Female	12	9.4	94	73.4	22	17.2
Working conditions	Male	18	10.5	130	75.6	24	17.2
	Female	17	13.3	85	66.4	26	20.3
School Ethos	Male	28	16.3	124	72	20	11.6
	Female	26	15.1	125	72.7	21	12.2
Total occupational stress	Male	26	15.1	125	72.7	21	12.2
	Female	20	15.6	87	68.0	21	16.4

It is observed from the table 1, large percentage of male higher secondary school teachers have average pupils' behavior (72.7%), working conditions (75.6%), school Ethos (72.7%) and total occupational stress (72.7%). Further large percentage of female higher secondary school teachers have average pupils' behaviors (73.4%), working condition (66.4%), school ethos (68.0%) and total occupational streets (68%).

From the interpretation it is clear that large percentage of male and female higher secondary school teachers have average occupational stress. Hence the hypothesis is rejected.

Hypothesis: 2

The level of higher secondary teachers age with below 30 years and teachers age with above 30 years in their occupational stress and its dimensions is average.

Table - 2
Level of Higher Secondary Teachers with Age Below 30 Years and Teachers with Age above 30 Years in their Occupational Stress and its Dimensions

Dimensions	Age	Low		Average		High	
		N	%	N	%	N	%
Pupils' behavior	Below 30 years	22	11.6	137	72.5	30	15.9
	Above 30 years	15	13.5	82	73.9	14	12.6
Working conditions	Below 30 years	24	12.7	129	68.3	36	19.0
	Above 30 years	11	9.9	86	77.5	14	12.6
School Ethos	Below 30years	27	14.3	133	70.4	29	15.3

	Above 30 years	22	19.8	78	70.3	11	9.9
Total occupational stress	Below 30years	28	114.8	131	69.3	30	15.9
	Above 30 years	18	16.2	81	73.0	12	10.8

It is observed from the table 2, large percentage of below 30 years higher secondary school teachers have average pupils' behaviour (72.5%) working conditions (68.3%) school Ethos (70.4%) and total occupational stress (69.3%). Also the large percentage of above 30 years higher secondary school teachers have average pupils' behavior (73.9%), working conditions (77.5%), school ethos (70.3%) and total occupational stress (73%).

From the interpretation it is clear that large percentage of below 30 years and above 30 years higher secondary school teachers have average occupational stress. Hence the hypothesis is rejected.

Hypothesis: 3

The level of married and unmarried higher secondary school teachers in their occupational stress and its dimensions is average.

Table 3
Level of Married and Unmarried Higher Secondary School Teacher in their Occupational Stress and its Dimensions

Dimensions	Marital Status	Low		Average		High	
		N	%	N	%	N	%
Pupils' behavior	Married	22	14.6	99	65.6	30	19.9
	Unmarried	15	10.1	120	80.35	14	9.4
Working conditions	Married	16	10.6	104	68.9	31	20.5
	Unmarried	19	12.8	111	74.5	19	12.8
School Ethos	Married	23	15.2	101	66.9	27	17.9
	Unmarried	26	17.4	110	73.8	13	8.7
Total Occupational Stress	Married	24	15.9	98	64.9	29	19.2
	Unmarried	22	14.8	114	76.5	13	8.7

It is observed from the table 3 large percentage of married higher secondary school teacher have average pupils' behavior (65.6%), working conditions (68.9%), school Ethos (66.9) and total occupations stress (64.9). Further the large percentage of unmarried higher secondary school teachers have average pupils' behavior (80.35%), working conditions (74.5%), school ethos (73.8%) and total occupational stress (76.5%).

From the interpretation it is clear that large percentage of married and unmarried higher secondary school teachers have average occupational stress. Hence the hypothesis is rejected.

Findings of the Study

The level of occupational stress and its dimensions of higher secondary school teachers is average with respect to gender, age and marital status.

Conclusion

Occupational stress in the workplace is becoming a major concern for all teachers. The reduction of occupational stress will induce the teachers to provide efficient and effective service to the society. For the betterment of the educational institutions the occupational stress among the higher secondary school teachers should be reduced. As a result of the benefits of a systematic and joint approach to reducing stress there can be increased education standard, decrease in absenteeism, increased school's enrolment, reduced drop-out rate and improved teachers morale.

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**RELATIONSHIP BETWEEN TEST ANXIETY AND MENTAL HEALTH OF
HIGHER SECONDARY STUDENTS - A GENDER WISE ANALYSIS**

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Abstract

The main objective of the study was to find out the level of test anxiety and mental health of higher secondary students with respect to gender. The sample consists of 300 higher secondary students randomly selected from 10 higher secondary schools in Sankarankovil kovilpatti taluk, Tirunelveli district of Tamil Nadu. The test and mental health scales were used for collection of data. The research reveals that the level of test anxiety and mental health of higher secondary students with regarding to gender was moderate and there is significant relationship between test anxiety and mental health of higher secondary students

Keywords: Test anxiety, mental health and higher secondary students.

Introduction

Anxiety means to describe the physical and psychological feelings of worry. It is also associated with the emotions of apprehension, fearfulness and an uneasy cognitive sense of future end. It is on uncomfortable state that one can't tolerate for long, and thus, the anxiety motivates the individuals to do something to escape from it. It is associated with the arousal of the sympathetic division of the autonomic nervous system that leads to emotional change. Anxiety is in testing situations while many people experience some degree of stress and anxiety before and during exams, test anxiety can actually empire learning and hurt test performance. Test anxiety is type of performance anxiety. In these situations where the pressure is in high peak of these students. People can become so anxious that they are actually unable to do their best. Mental health includes our emotional psychological and social well-being. It affects how we are think and act. It also helps determine how we handle stress, relate to others, and make choices. Mental health is important at every stage of life from childhood and adolescence through adulthood. Over the course of your life, if you experience mental health problems your thinking, mood, and behavior could be affected. In the opinion of R.C. Kellan, An adjustment is relatively good enough if it both reduces tension created by the conflict of frustration and make constructive changes in the conditions causing the frustration. Maintaining the mental health of the student can be considered one of the primary aims of education because, without satisfactory mental health, it is impossible to develop the child's innate abilities. These concept lead the problems of school students are having fear while their exams by this they are suffering their mental health also. The teacher must know how to change this behaviour among higher secondary students. Now the higher secondary students are meet the Tamilnadu government state board public exam. So these students are chosen their higher studies and career are based on their higher secondary performance and their public board exam marks. This situation is a very crucial and very critical. Therefore influence of test anxiety on mental health of higher secondary students is proposed to study.

Significance of the Study

The present era is on age of test anxiety. It is commonly found among adolescent students. The high expectations of parents, entrusted responsibilities, fear of exam, global competitions in the area of employment, apprehensions regarding one's sociability and peer acceptability create tension.

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The academic achievement of school students may be influenced by excessive anxiety. Understanding of the relationship between anxiety and academic achievement would be of help in providing appropriate guidance for students to perform better in examined other competitive areas. Mental health is a normal state of well-being that is positive be relative quality life. By the word "relative" we imply that the degree of mental health which an individual enjoys at a time is continuously changing. It is no mere absence of mental illness that constitutes mental health. On the other hand, it is positive, active quality of the individual's daily living. This quality of living is manifest in the behaviour of an individual whose body and mind are working together in the same direction. It means the ability to face and accept the realities of life. Mental health of the individual varies at very stage from infancy to adulthood. Emotionally adjustment individual tends to have sound mental health that is emotional adjustment is pivot of mental health. A mentally healthy person shows a homogeneous organization of desirable attitudes, healthy values and righteous self-concept and scientific perception of the world as a whole. Thus the presents study is likely to make reasonable contributions it aims at studying the influence of test anxiety on mental health of higher secondary students.

Objectives of the Study

1. To find out the level of test anxiety of higher secondary students with respect to gender.
2. To find out the level of mental health of higher secondary students with respect to gender.
3. To find out the significant relationship between test anxiety and mental health of higher secondary students.

Hypothesis

There is no significant relationship between test anxiety and mental health of higher secondary students.

Methodology

Survey method was adopted for the present study. The population for the study consists of all the higher secondary students studying in 11th and 12th standard in higher secondary schools in Sankaran kovil taluk of Tirunelveli district approved by Tamilnadu government school education department. The sample consists of 300 higher secondary students from 10 higher secondary schools.

Tool Used

The personal data sheet, test anxiety and mental health scales were used for collection of data. The mental health scale was prepared by the investigator and guide in the year 2018. This scale contains 45 statements with five point rating scale and the adopted tool test anxiety scale was consists 25 statements with five responses.

Analysis of Data

The statistics employed in the study were percentage and correlation analysis. The analyses were presented in the following tables.

Table 1
Level of Test Anxiety of Higher Secondary Students with Respect to Gender

Variable	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Test Anxiety	Boys	51	21.9	147	63.1	35	15.0
	Girls	42	25.1	108	64.7	17	10.2

It is inferred from the above table that among students 21.9 % of boys have low, 63.1% have moderate and 15.0% have high level of test anxiety. Whereas with respect to girls' students, 25.1% of girls have low, 64.7% have moderate and 10.2% have high level of test anxiety.

Table 2
Level of Mental Health of Higher Secondary Students with Respect to Gender

Variable	Gender	Low		Moderate		High	
		N	%	N	%	N	%
Mental health	Boys	21	16.2	90	69.2	19	14.6
	Girls	28	16.5	121	71.2	21	12.4

It is inferred from the above table that among high school students 16.2% of boys have low, 69.2% have moderate and 14.6% have high level of mental health. Whereas, 16.5% of girls have low, 71.2% have moderate and 12.4% have high level of mental health.

H₀1: There is no significant relationship between test anxiety and mental health of higher secondary students.

Table 3
Relationship Between Test Anxiety and
Mental Health of Higher Secondary Students

Variable	Count	Calculate 'r' value	Table 'r' value	Remarks at 0.01 level
Test Anxiety and Mental Health	300	-0.241	0.113	S*

**S – Significant at 1% level of significance*

It is inferred from the above table that the calculated r-value (-0.241) is greater than the table r-value (0.113) for df 298 the table value at 5% level of significance. Thus the null hypothesis is rejected. It shows that there is negative significant relationship between test anxiety and mental health of higher secondary students.

Findings

1. 21.9 % of boys have low, 63.1% have moderate and 15.0% have high level of test anxiety. Whereas with respect to girls' students, 25.1% of girls have low, 64.7% have moderate and 10.2% have high level of test anxiety.
2. 16.2% of boys have low, 69.2% have moderate and 14.6% have high level of mental health. Whereas, 16.5% of girls have low, 71.2% have moderate and 12.4% have high level of mental health.
3. There is negative significant relationship between test anxiety and mental health of higher secondary students.

Educational Implication

The test anxiety and mental health of higher secondary student with respect to gender is moderate. There is negative significant relationship between test anxiety and mental health of higher secondary students. It clearly indicates that if the test anxiety of higher secondary students gradually increased, the mental health of them is gradually decreased and vice versa. Projects, assignments, exams can lead to serious levels of anxiety, which could then escalate into a major mental health issue or disorder. Students who are afflicted by test anxiety may sometimes fall victim to behavioural symptoms, such as procrastination or lack of desire to prepare for exams. Rather than over emphasizing performance on tests, teachers should put more weight on other products of learning that cause less stress for students. As per the results of the present investigation there is more examination anxiety in case of girls school students. It may be useful for the teachers to comprehend examination anxiety among boys and girls school students. An orientation to girl's students for reducing their examination anxiety should be provided. Schools should counsel parents of students with test anxiety about ways to avoid exacerbating the problem. The schools should give practice tests and monitor levels of test anxiety to identify students with test anxiety and encourage them to seek help from school psychologists or counselors. School psychologists, counselors, as well as teachers, are encouraged to identify students experiencing test anxiety and take steps to counter their negative thinking and comparisons with others. Also recommended are teaching students' relaxation techniques. If the test anxiety of the higher secondary students reasonably decreases, they may attain better mental health. School-employed mental-health professionals have the expertise to provide a range of mental-health services (assessment, counseling, and consultation, for example) to meet the needs of most students. However, for students with severe mental illness, it is critical to have seamless access to community-based treatment resources.

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**ATTITUDE TOWARDS UTILIZATION OF LIBRARY RESOURCES
AMONG PROSPECTIVE TEACHERS**

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Abstract

The main objective of the study was to find out level of attitude towards utilization of library resources among prospective teachers. The sample consists of 300 prospective teachers randomly selected from 5 colleges of Education in Virudhunagar district of Tamil Nadu. The investigator has used the adopted tool for attitude towards utilization of library resources which was developed by Amuthakani (2015). The research reveals that the level of attitude towards utilization of library resources among prospective teachers is average with background variables gender, locality of college, learner department and marital status.

Introduction

Libraries are among the oldest social and cultural institutions in existence. Many great libraries flourished in ancient times, just as they continue to influence modern societies. Although they have been developed by various nations and cultures, these institutions share one overriding feature - all had and still have body of information recorded on some type of medium: from stone to clay tablets, papyrus and palm leaf to vellum, paper to synthetics and film, scrolls to books, hand copied to printed books, and most recently print-on paper to magnetic media to optical and interactive multimedia and to the Internet, the vast web of information sources.

College libraries have traditionally been seen as a support service for teaching. Students armed with reading lists descend upon the stock competing the copies of the texts specified on reading lists while 95 % of the collection remains relatively little used. In this situation the library is almost exclusively a reservoir of materials that reinforce lectures and provide the information on which written assignments can be based. In a teacher-centered course this fixes the role of the library. It also determines the relationship between the teachers and the librarians. The move towards more student-centered, open learning requires a redefinition of roles. The significance of the library as a central part of the learning strategy cannot be ignored.

Significance of the Study

Teachers need various kinds of information resources for teaching and research, for the purposes of impacting knowledge to students and self-development. For learning to take place, teachers and learners must have access and use the necessary and adequate information resources. Library helps the prospective teachers to achieve the objectives of producing students that are information literate and are prepared for lifelong education. Hence, libraries should provide access to available library resources and expert professional support to facilitate effective utilization of these resources. Library resources contain information in both print and non-print formats such as textbooks, journals, indexes, newspapers and magazines, reports, internet, video tapes, diskettes, and microforms. Library resources are the raw materials that provide vital services in the teaching and learning process. Library resources are important for the preparation of lesson plan by teachers and for educational advancement in order to achieve the set instructional objectives. To achieve these objectives, library resources should be accessible to the teachers at the right time in its appropriate format. Accessibility of library resources creates an enabling environment for the utilization of library resources. It is assumed that if information is accessible to the teachers in school libraries, it could be used for effective teaching.

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The main goal of the school library is for users to gain access to its abundant wealth of information resources. So the investigator is interested to study the **attitude towards utilization of library resources among prospective teachers.**

Operational Definitions

Attitude

It refers to a way of thinking about utilization of library resources.

Utilization

The action of making practical and effective use of library resources.

Library Resources

Library resources are refers to materials, both print and non-print, found in college libraries which support curricular and personal information needs.

Prospective Teachers

It refers to students of colleges of education from Virudhunagar District.

Objectives of the Study

1. To find the level of attitude towards utilization of library resources among prospective teachers based on gender.
2. To find the level of attitude towards utilization of library resources among prospective teachers based on locality of college.
3. To find the level of attitude towards utilization of library resources among prospective teachers based on learner department.
4. To find the level of attitude towards utilization of library resources among prospective teachers based on marital status.

Hypotheses of the Study

The level of attitude towards utilization of library resources among prospective teachers is average based on gender, locality of college, learner department and marital status.

Methodology

The method adopted in the present study is survey method. Simple random technique has used in this study. The sample for the present study constitutes 300 prospective teachers from Virudhunagar district. The Utilization of library resources questionnaire was developed by Amuthakani (2015). The adopted the tool consists of 53 positive statements. Each of the items was rated on a four point scale. The options were: strongly agree, agree, disagree and strongly disagree.

Percentage Analysis

Objective 1

To find the level of attitude towards utilization of library resources among prospective teachers based on gender.

Table 1
Level of Attitude towards Utilization of Library Resources Among Prospective Teachers based on gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	14	13.5	74	71.2	16	15.4
Female	39	19.9	125	63.8	32	16.3

It is inferred from the above table that, with regard to male prospective teachers 13.5% of students have low level, 71.2% of students have average level and 15.4% of them have high level of utilization of library resources. With regard to female prospective teachers 19.9% of students have low level, 63.8% of students have average level and 16.3% of them have high level of utilization of library resources.

Objective 2

To find the level of attitude towards utilization of library resources among prospective teachers based on locality of college.

Table 2
level of Attitude towards Utilization of Library Resources among Prospective Teachers based on Locality of College

Locality of College	Low		Average		High	
	N	%	N	%	N	%
Rural	22	18.2	78	64.5	21	17.4
Urban	31	17.3	121	67.6	27	15.1

It is inferred from the above table that, with regard to rural college prospective teachers 18.2% of students have low level, 64.5% of students have average level and 17.4% of them have high level of utilization of library resources. With regard to urban college prospective teachers 17.3% of students have low level, 67.6% of students have average level and 15.1% of them have high level of utilization of library resources.

Objective 3

To find the level of attitude towards utilization of library resources among prospective teachers based on learner department.

Table 3
Level of Attitude Towards Utilization of Library Resources among Prospective Teachers based on Learner Department

Learner Department	Low		Average		High	
	N	%	N	%	N	%
Arts	24	18.8%	83	64.8%	21	16.4%
Science	29	16.9%	116	67.4%	27	15.7%

It is inferred from the above table that, with regard to Arts department prospective teachers, 18.8% of students have low level 64.8% of students have average level and 16.4% of them have high level of utilization of library resources. With regard to Science department prospective teachers, 16.9% of students have low level, 67.4% of students have average level and 15.7% of them have high level of utilization of library resources.

Objective 4

To find the level of attitude towards utilization of library resources among prospective teachers based on marital status.

Table 4
Level of Attitude towards Utilization of Library Resources Among Prospective Teachers based on Marital Status

Marital status	Low		Average		High	
	N	%	N	%	N	%
Married	12	14.5%	54	65.1%	17	20.5%
Unmarried	41	18.9%	145	66.8%	31	14.3%

It is inferred from the above table that, with regard to Married prospective teachers, 14.5% of students have low level, 65.1% of students have average level and 20.5% of them have high level of utilization of library resources. With regard to Science prospective teachers, 18.9% of students have low level, 66.8% of students have average level and 14.3% of them have high level of utilization of library resources.

Findings of the Study

1. The level of attitude towards utilization of library resources among prospective teachers is average based on gender and locality of college.
2. The level of attitude towards utilization of library resources among prospective teachers is average based on learner department and marital status.

Conclusion

Library is one of those resources which are essential to support and strengthen the educational quality. Over the centuries, libraries are the source of keeping and distributing the information through books, journals, maps and other resources that are used by students in their learning process. Unfortunately, library resources are the most ignored area in institutions of teacher education. It may be due to that now a days all information collected through internet and mobile phones. Therefore library resources i.e., human resources, physical resources, printed and e-resources are essentially important in preparing teaching activities, lecture notes, students' assignment, conducting their research work, accessing e-journals and web sites, subscription to online journals by teachers and students.

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**A STUDY ON SOCIAL AWARENESS AND PROFESSIONAL
COMMITMENT OF HIGH SCHOOL TEACHERS**

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Abstract

The main objectives of the study were to find out the level of social awareness and professional commitment of high school teachers with regard to type of school and to find whether there is any significant difference among Government, Aided and Private school teachers in their social awareness and professional commitment. The sample consists of 149 high school teachers randomly selected from 10 high & higher secondary schools in Sankarankovil taluk of Tamil Nadu. Social awareness scale and professional commitment scale was used to collect data. The research reveals that the level of social awareness and professional commitment of Government, Aided and Private school teachers was moderate. The Tukey test reveals that, significant difference found between Government, Aided and private school teachers and the mean scores show that government school teachers are having better social awareness and professional commitment than the aided and private school teachers.

Key words: Social awareness, Professional commitment, High school teacher.

Introduction

Teachers shoulder the responsibility of shaping the future of the nation. The future of the nation depends upon the skills and efficiency of the teachers. A teacher's job is not at all that easy and unless a high degree of professional qualities and commitment are inculcated in the teacher's personality, the training program would remain incomplete. Teachers work involves rigorous efforts in the classroom and outside as well as frequent interaction with parents and community members. For this purpose teacher's need to be well trained and competent to perform their jobs. Teachers' professional action is the component of the socio-interactive procedures of education realization. Since the teaching process is an interactive category, the conditions of effective social interaction are at the same time the conditions of the effective teaching process. The social nature of learning has been widely recognized. In recent time, Indian education system has been involved in various transformation and developmental programs to raise overall development of student achievement. In order to improve the standards, it has narrowed in by providing better and more competent school leaders and teacher. It goes beyond doubt that student achievement is heavily influenced by teacher quality other than the student natural ability or attitude and home environment.

Need and significance of the study

Education is the only instrument to bring about desirable social change. The importance of education is quite clear: it is the knowledge of putting one's potentials to maximum use. The development of a nation depends upon the number educated citizens who have access to quality education, which in turn depends upon the competence, dedication or commitment and quality of teacher. The quality of teaching depends a great deal on the level of teachers' involvement in relation to the profession exerted, to the organization one is part of and the professional satisfaction that one feels. On the one side, the relation more teachers establishes with one's students, the nature of the teaching activity and the work carried on in the professional community, the relations with peers, superiors, students' parents leads to professional achievement and, indirectly, it reflects into the achievements of one's students.

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If teachers acquire Professional competencies and commitment and if they are enabled and empowered to perform their multiple tasks in the classroom as well as in the school and community in a genuinely professional manner, then a high quality learning among increasing more students may result in all areas of human development improving teaching performance through more effective teacher preparation, therefore is an essential ingredient in solving most educational problems. Hence, only a friendly, enthusiastic, satisfied, secure and well adjusted teacher can contribute to the well being of his students. Social awareness refers to the factual knowledge about important aspects of social system and its allied problems. It also refers to the capacity on the part of the individual to make appropriate diagnosis and thereby develop an attitude of mind. A high degree of social awareness is to be constantly maintained for accomplishing a task, for maintaining a comfortable social climate in the learning community or group and for functioning effectively in both working and social activities. Therefore the investigator undertakes a study on the influence of social awareness on professional commitment of high school teachers.

Objectives of the study

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

1. To find out the level of social awareness and professional commitment of high school teachers with regard to type of school.
2. To find out whether there is any significant difference among government, aided and private school teachers in their social awareness.
3. To find out whether there is any significant difference among government, aided and private school teachers in their professional commitment.

Null Hypotheses

1. There is no significant difference among government, aided and private school teachers in their social awareness.
2. There is no significant difference among government, aided and private school teachers in their professional commitment.

Methodology

The researcher used the survey method for the present study. For data collection, the investigator used "Social awareness scale" comprises of 44 items which was developed by Senthil Kumar and Anandaraj (2017) and "Professional Commitment scale" comprises of 38 questions, which was developed and validated by the R.Murugeswari (investigator) and Dr. S. Anandaraj (Research supervisor) in 2018. The population for the study includes all the high school teachers working in Government, aided and private high and higher secondary schools of Sankarankovil taluk, Tirunelveli district of Tamil Nadu. The investigator had used simple random sampling technique for selecting a sample of 149 high school teachers from 10 high and higher secondary schools. The data were analysed using level f test and tukey 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.

Objective: 1

To find out the level of social awareness and professional commitment of high school teachers with regard to type of school

Table 1
Level of Social Awareness and Professional Commitment of High School Teachers with Regard to Type of School

Variable	Social awareness						Professional commitment					
	Low		Average		High		Low		Average		High	
	No	%	No	%	No	%	No	%	No	%	No	%
Government	15	15.6	59	61.5	22	22.9	12	12.5	60	62.5	24	25.0
Aided	10	35.7	16	57.1	2	7.1	6	21.4	20	71.4	2	7.1
Self-finance	5	20.0	17	68.0	3	12.0	7	28.0	16	64.0	2	8.0

It is inferred from the above table that 15.6% of government school teachers have low, 61.5% of them have moderate 22.9% of them have high level of social awareness. 35.7% of aided school teachers have low, 57.1% of them have moderate and 7.1% of them have high level of social awareness. 20.0% of self-finance school teachers have low, 68.0% of them have moderate and 12.0% of them high level of social awareness.

12.5% of government school teachers have low, 62.5% of them have moderate 25.0% of them have high level of professional commitment. 21.4% of aided school teachers have low, 71.4% of them have moderate and 7.1% of them have high level of professional commitment. 28.0% of self-finance school teachers have low, 64.0% of them have moderate and 8.0% of them high level of professional commitment.

Ho1: There is no significant difference among government, aided and private school teachers in their social awareness.

Table 2
Difference Among Government, Aided and Private School Teachers in their Social Awareness

<i>Source of Variation</i>	<i>Sum of Squares</i>	<i>Degrees of freedom</i>	<i>Variance estimated</i>	<i>Calculated 'F' value</i>	<i>Remarks</i>
Between	7501.890	2	3750.945	6.976	S
Within	78505.278	146	537.707		

(at 5% level of significance, for (2,146) df the table value of 'F' is 3.05, S- Significant)

It is inferred from the above table that there is significant difference among government, aided and private school teachers in their social awareness.

Table 3
Tukey test Analysis on the Scores of Government, Aided and Private School Teachers in their Social Awareness

<i>Type of School</i>			<i>Mean difference</i>	<i>P Value</i>	<i>Remarks</i>
<i>Government</i>	<i>Aided</i>	<i>Private</i>			
186.43	168.64	-	17.784	0.001	S
186.43	-	176.84	9.587	0.160	NS
-	168.64	176.84	8.197	0.406	NS

The Tukey test result shows that, the government school (Mean = 186.43) teachers are having better social awareness than the aided (mean = 168.64) school teachers.

Ho2: There is no significant difference among government, aided and private school teachers in their professional commitment.

Table 4
Difference Among Government, Aided and Private School Teachers in their Professional Commitment

<i>Source of Variation</i>	<i>Sum of Squares</i>	<i>Degrees of freedom</i>	<i>Variance estimated</i>	<i>Calculated 'F' value</i>	<i>Remarks</i>
Between	3901.443	2	1950.721	9.746	S
Within	29222.718	146	200.156		

(at 5% level of significance, for (2,146) df the table value of 'F' is 3.05, S- Significant)

It is inferred from the above table that there is significant difference among government, aided and private school teachers in their professional commitment.

Table 5
Tukey Test Analysis on the Scores of Government, Aided and Private School Teachers in their Professional Commitment

<i>Type of School</i>			<i>Mean difference</i>	<i>P Value</i>	<i>Remarks</i>
<i>Government</i>	<i>Aided</i>	<i>Private</i>			
127.40	115.00	-	12.396	0.000	S
127.40	-	119.36	8.036	0.033	S
-	115.00	119.36	4.360	0.503	NS

The Tukey test result shows that, the government school (Mean = 127.40) teachers are having better professional commitment than the private (mean = 119.36) and aided (mean = 115.00) school teachers.

Findings of the study

The major findings derived from the study are:

1. The level social awareness and professional commitment of high school teachers with regard to type of school.
2. Government school teachers are having better social awareness than the aided school teachers.
3. Government school teachers are having better professional commitment than the private and aided school teachers.

Conclusion

The teacher is a dynamic force of the school. A school without a teacher is just like a body without soul, a skeleton without flesh and blood. Teachers have the unique opportunity to foster social awareness and empathy in the classroom, which in turn may promote stronger student relationships and learning outcomes both in and out of school. There are several ways to promote social awareness in the classroom, particularly for older students, who are typically entering into new relationships and learning to distinguish between their own needs and the needs of others. The Tukey test result shows that, the government school teachers are having better social awareness than the aided school teachers. This may be due to the fact that the teachers who are working in government schools may have the knowledge about government schemes such as free books, notes, midday meal, free bicycle which is related to student's welfare. This may help the government school teachers to recognize and use the resources for student's welfare. The Tukey test result shows that, the government school teachers are having better professional commitment than the self-finance and aided school teachers. Generally, teachers who are working in government school have sufficient salary. They can fulfill their own basic needs. So the government school teachers are happy with his work, finds satisfaction in his life which plays a pivotal role in the uplift of society and enhances their commitment towards their profession.

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A STUDY ON THE SCHOOL CLIMATE OF HIGH SCHOOL STUDENTS

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Abstract

The purpose of this study was to find out the level of school climate of high school students. Totally 300 students are taken as sample for the study. The tool used in this study the school climate scale on high school students constructed and standardized by Dr.B.William Dharmaraja (2008). The result indicated that the level of school climate of high school students is average with regard to gender and nature of school. Also the researcher found that there is a significant difference between higher secondary students with regard their nature of school.

Introduction

Education is one of the agents of socialization. In every one's school years, he or she socialized as what the school institution urges to do. In the primary and secondary school years, the students are taught about specific subject matters that are appropriate to the student's age, level of skills, as well as their previous education experience. In the college years, more detailed knowledge of subjects are being focused with students; these are the subjects that they have previously studied while they are exposed into new areas of studies and research. From the kindergarten up to college, the school institution teaches the students about their roles as students, about specific academic subjects and about political socialization.

School climate refers to the quality and character of school life. It has been described as "the heart and soul of the school that essence of a school that leads a child, a teacher, and an administrator to love the school and to look forward to being there each school day." A positive school climate helps people feel socially, emotionally and physically safe in schools. It includes students', parents' and school personnel's norms, beliefs, relationships, teaching and learning practices, as well as organizational and structural features of the school. According to the National School Climate Council, a sustainable, positive school climate promotes students' academic and social development.

Significant of the Study

School life has a perennial impact on the child. Though this is an oft-repeated axiom, its significance is neither recognized adequately nor translated into concrete action. Those who make decisions in relation to education are often concerned only with the form of education, not its substance. Not enough thought is bestowed on the need to create the right climate in our schools. All are must know learning and behavior depend largely on the kind of school climate he/she lives in. Researchers have pointed out good school climate and those with a poor school climate. Therefore, must identify the factors that enable a healthy school climate, and create them in every school, because that is the very quintessence of a good school. School Climate is created by the interaction with one another of the organization components, such as culture, structure, system, leadership behavior and psychological needs of the members of the schools. School Climate is a multidimensional concept. It helps us to understand how schools differ in the Climate.

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Operational Definition

School Climate

School climate refers to the physical and psychological aspects of the school that provide the preconditions necessary for teaching and learning process.

Academic Achievement

Academic achievement refers to marks obtained in half yearly examination by the sample of high secondary school students.

High School Students

Students those who are studying in IX and X standard in schools of Srivilliputtur Taluk.

Objectives of the Study

- To find out the level of school climate of high school students with respect to gender.
- To find out the level of school climate of high school students with respect to nature of school.
- To find out the significant difference in their school climate and academic achievement of high school students with respect to gender.
- To find out the significant difference in their school climate and academic achievement of high school students with respect to nature of school.

Hypotheses

- The level of school climate of high school students with respect to gender and nature of school is average.
- There is no significant difference in school climate of high school students with respect to gender and nature of school.

Methodology

Normative survey method is adopted in this study. The sample for the present study consists of 300 higher school students from 10 schools in Srivilliputtur Taluk by random sampling method. The investigator has used a standardized tool developed by Dr.B.William Dharmaraja (2008). The tool contains thirty-nine statements with a four-point scale.

Descriptive Analysis

Objective -1

To find out the level of school climate of high school students with respect to gender

Table 1
Level of School Climate of High School Students with Respect to Gender

Variable	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
School Climate	Male	23	16.0	84	58.3	37	25.7
	Female	25	16.0	106	67.9	25	16.0

It is observed from the above table that among the male high school students 16.0% of them have low level 58.3% of them have average level and 25.7% of them have high level of school climate. Among the female high school students 16.0% of them have low level 67.9% of them have average level and 16.0% of them have high level of school climate.

Objective -2

To find out the level of school climate of high school students with respect to nature of school

Table 2
Level of School Climate of High School Students with Respect to Nature of School

Variable	Nature of school	Low		Average		High	
		Count	%	Count	%	Count	%
School Climate	Boys school	4	8.5	19	40.4	24	51.1
	Girls school	14	16.5	53	62.4	18	21.2
	Co-education	30	17.9	115	70.2	20	11.9

It is observed from the above table that among the boys high school students 8.5% of them have low level 40.4% of them have average level and 51.1% of them have high level of school climate. Among the girls high school students, 16.5% of them have low level 62.4% of them have average level and 21.2% of them have high level of school climate. Among the co-education high school students, 17.9 % of them have low level 70.2 % of them have average level and 11.9% of them have high level of school climate.

Hypothesis: 1

There is no significant difference between male and female high school students in their school climate.

Table 3
Significant Difference Between Male and Female
High School Students in their School Climate

Variable	Gender	N	Mean	SD	Calculated 't'-Value	Remarks at 5% level
School climate	Male	144	1.0074	17.80734	1.25	NS
	Female	156	98.2564	16.77935		

(At 5% level the significant table value 't' is 1.97)

It is inferred from the table 4.6 the calculated 't' value 1.25 is less than the table value 1.97 at 5% level of significance. Hence that null hypothesis is accepted. Thus the result shows that there is no significant difference between male and female high school students in their school climate.

Hypothesis: 2

There is no significant difference among boy, girls and co-education high school students in their school climate.

Table 4
Significant Difference among Boy, Girls and Co-Education
High School Students in their School Climate

Variable	Source of Variation	Df	Sum of square	Means square	Calculated F-Value	Remarks at 5% level
School climate	Between Groups	2	8616.784	4308.392	15.83	S
	Within Groups	297	8083.466	272.160		

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

It is inferred from the table 4.10 the calculated 'F' value 15.84% is greater than the table value 3.03 at 5% level of significance with degrees of freedom 2. Hence the null hypothesis is rejected. Thus the result shows that there is a significant difference among boys, girls and co-education high school students in their school climate.

Findings of the Study

- The level of school climate of high school students with respect to gender and nature of school is average.
- There is no significant difference in school climate of high school students with respect to gender.
- There is a significant difference in school climate of high school students with respect to nature of school.

Conclusion

From the above statistical analysis the researcher observed that the level of school climate of high school students with respect to gender and nature of school is average. It reveals that in the competitive world students more concentrate on their academic performance. Even though the basic facilities, teaching method and administration of the school are not better, students learn on their own interest.

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**IMPACT OF LEADERSHIP STYLES OF THE TEACHERS ON HIGHER SECONDARY
STUDENTS IMPROVEMENT IN AND AROUND T.VADIPATTI TALUK**

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Abstract

The major objective of the study was to find out whether there is any significant impact on leadership styles of the teachers on higher secondary students improvement. The investigator had used simple random sampling technique for selecting a sample of 300 higher secondary students. The research revealed that there is no significant impact on leadership styles of the teachers on higher secondary students' improvement.

Introduction

Successful leadership of a teacher is known to create a compelling sense on purpose in the classrooms by developing a shared vision of the future and helping to build confidence among the students. Leadership is never an innocent activity since it a reflexively automatic activity. Rather, it is the context that provides the implicit, interpreted cues for enacting actions every single day. This active process of conducting affairs in day to day practice is always shaped by the reflexively automatic use of tacit knowledge that is deployed case by case. There are a number of ways that are used in the development of students and they include the acknowledgement of good, supporting students in times of crisis, and engaging students in critical reflection. In studying student's improvement and student achievement, teachers should understand leadership and classroom administration means working with students to achieve educational goals. When working towards achieving educational goals, teacher's leadership has to be taken into account. The teacher's leadership has an effect on student achievement by playing a central role in nurturing the internal conditions for developing as well as maintaining a positive teacher - student relationship.

Need for the Study

Collective teacher efficacy is a specific form of self-efficacy in which the target is to have a positive impact on student performance. The academic, social and emotional progress of a student is greatly influenced and evident in higher secondary level. This requires educators to be highly equipped when it comes to addressing the changes undergone by students in higher secondary level and this makes the professional development of the teachers a very critical and sensitive process. During this stage, an adolescent's process of education is characterized by a change in the line of thought, and also developments which are both psychological and physical and these changes may influence the student in terms of their achievement. Therefore, it is very important to equip the higher secondary teachers with quality leadership skills as well as quality professional development so that they meet the adverse social, educational and emotional needs of all their students.

Objectives of the Study

To find the impact of leadership styles of teachers from the view of students and to find if there is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of gender, religion, type of family, family climate, family income, mode of attaining school, type of school, study habit, group chosen.

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Hypotheses of the Study

- There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of gender.
- There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of religion.
- There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of type of family.
- There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of family climate.
- There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of family income.
- There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of mode of attaining school.
- There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of type of school.
- There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of study habit.
- There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of group chosen (bio-math, computer science, pure science).

Methodology in Brief

Definition of key terms:

Leadership styles: The three leadership styles as given by lippit and white classification (authoritarian, democratic and laissez faire styles) are taken into account for the study.

Higher secondary students: The students who are studying in higher secondary first year and second year (Tamil nadu state board syllabus) are the population of the study.

Subjects: The investigator uses stratified random sampling technique to collect 300 samples from six higher secondary schools in and around T.Vadipatti taluk. The investigator plans to undertake survey method as a technique for this study.

Procedure: The investigator will prepare the questionnaire which has 25 items with three point scale.

Data analysis: Analysis involves breaking down complex factors into simpler parts together in new arrangements for the purpose of interpretation. The investigator uses the following devices in interpreting the collected data.

Findings of the Study

Hypothesis 1

There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of gender.

Table 1
Statistical Results of the Improvement of Higher Secondary Students Due to Leadership Styles of Teacher in Terms of Gender

S.no	Gender	N	Mean	Std. Deviation	T value	Level of significance
1	Male	157	53.15	5.852	2.306	Significant
2	Female	143	51.66	5.219		

The obtained 't' value 2.306 is more than the critical value of 1.96 at 0.05 level of significance. This indicates that there is a significant improvement among the higher secondary students due to leadership styles of teacher in terms of gender.

Hence "hypothesis 1: there is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of gender" is accepted.

Hypothesis 2

There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of type of family.

Table 3
Statistical Results of the Improvement of Higher Secondary Students Due to Leadership Styles of Teacher in Terms of Type of Family.

S.no	Family	N	Mean	Std. Deviation	t value	level of significance
1	nuclear	103	51.83	7.068	1.355	Non significant
2	joint	197	52.76	4.64		

The obtained 't' value 1.355 is less than the critical value of 1.96 at 0.05 level of significance. This indicates that there is not a significant improvement among the higher secondary students due to leadership styles of teacher in terms of type of family.

Hence "Hypothesis 3: There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of type of family" is rejected.

Hypothesis 3

There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of mode of attaining school.

Table 3
Statistical Results of the Improvement of Higher Secondary Students Due to Leadership Styles of Teacher in Terms of Mode of Attaining School.

S.no	mode	N	Mean	Std. Deviation	t value	level of significance
1	School vehicle	100	51.14	3.671	3.089	Significant
2	Others	199	53.19	6.105		

The obtained 't' value 3.089 is more than the critical value of 1.96 at 0.05 level of significance. This indicates that there is significant improvement among the higher secondary students due to leadership styles of teacher in terms of mode of attaining school.

Hence **Hypothesis 3:** There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of mode of attaining school" is accepted.

Hypothesis 4

There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of study habit

Table 4
Statistical Results of the Improvement of Higher Secondary Students Due to Leadership Styles of Teacher in Terms of Study Habit

S.no	Habit	N	Mean	Std. Deviation	t value	level of Significance
1	individual study	136	52.14	7.052	0.846	Non Significant
2	group study	164	52.69	4.022		

The obtained 't' value 0.846 is less than the critical value of 1.96 at 0.05 level of significance. This indicates that there is significant improvement among the higher secondary students due to leadership styles of teacher in terms of study habit.

Hence "Hypothesis 9: There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of study habit" is rejected.

Hypotheses Verification

1. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of gender.- accepted
2. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of religion(hindu, christian)-accepted

3. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of religion (christian, muslim)-accepted
4. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of religion (muslim, hindu)-accepted
5. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of type of family- rejected
6. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of father's education(illiterate, school education)-accepted
7. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of father's education(school education, higher education)-rejected
8. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of father's education(higher education, illiterate)-rejected
9. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of mother's education(illiterate, school education)-accepted
10. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of mother's education(school education, higher education)-rejected
11. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of mother's education(higher education, illiterate)-rejected
12. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of family income (less than 5000, 5000-25000)-rejected.
13. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of family income (5000-25000, above 25000)-rejected
14. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of family income (above 25000, 5000-25000)-rejected
15. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of mode of attaining school-accepted
16. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of type of school(government school, aided school)-accepted
17. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of type of school(aided school, private school)-rejected
18. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of type of school(private school, government school)-accepted
19. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of study habit- rejected
20. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of group chosen (bio-math, computer science)- accepted
21. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of group chosen (computer science, pure science) - rejected
22. There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of group chosen (pure science, bio-math) - accepted

Educational Implications

This study would help the higher secondary teachers to modify their way of teaching, classroom management, and approach to their students in accordance with the student's expectation. This study would be a part of reflection of student's expectation towards their teacher's leadership styles.

Conclusion

There is significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of

- Gender
- Religion(hindu, christian)
- Religion (christian, muslim)
- Religion (muslim, hindu)
- Father's education(illiterate, school education)

- Mother's education(illiterate, school education)
- Mode of attaining school
- Type of school(government school, aided school)
- Type of school(private school, government school)
- Group chosen (bio-math, computer science)
- Group chosen (pure science, bio-math)

There is no significant difference in the improvement of higher secondary students due to leadership styles of teacher in terms of

- Type of family
- father's education(school education, higher education)
- Father's education(higher education, illiterate)
- Mother's education(school education, higher education)
- Mother's education(higher education, illiterate)
- Family income (less than 5000, 5000-25000)
- Family income (5000-25000, above 25000)
- Family income (above 25000, 5000-25000)
- Type of school(aided school, private school)
- Study habit
- Group chosen (computer science, pure science)

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A STUDY ON EMOTIONAL STABILITY OF PROSPECTIVE TEACHERS

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Abstract

In this study the investigator has used simple random technique. By this technique 300 students were selected. The sample data were collected from 5 colleges of Education in Virudhunagar district. The investigator and guide developed the emotional stability scale. The tool consists of 30 statements. Each of the items was rated on a five point scale. The investigator found out the level of emotional stability and its dimensions of prospective teachers with respect to gender and year of studying is average. There is no significant difference between prospective teachers with respect to year of studying.

Introduction

Emotional stability is one of the effective determinants of the personality patterns. It is helpful to control the growth of adolescent development. Stable emotional behaviour at any level reflects the fruits of the normal emotional development. An individual who is able to maintain his/her emotions stable and under control even in extreme circumstances, might still be emotionally stunned or be childish in his/her behaviour sometimes. An emotionally stable individual has the capacity to withstand delay in satisfaction of needs, capability to tolerate a reasonable amount of a capacity to make effective adjustments with himself/herself, gradation members of frustration, belief in long term planning and is able of delaying or revising his/her expectations in terms of demands of the situations. A child who is emotionally stable has the family, relatives and his peers in the school, society and culture. However, stability does not mean merely the capacity for such attitudes and functions, but also the ability to enjoy them fully.

Significance of the Study

Anyone can become angry-that is easy. But to be angry with the right person, to the right degree, at the right time, for the right purpose, and in the right way- that is not easy. Peoples' who have a control over their life can manage and know their feelings well, read and deal effectively with other people's feelings, while the people who cannot have control over their emotional life, fight inner battles that sabotage their ability to focus on work and think clearly (Goleman, 1998).

Emotional stability involves a person's ability to remain stable and balanced. A person who has high emotional stability is even tempered, calm secure and somewhat resistant to stress. A person who has low emotional stability tends to be moody, anxious, depressed, insecure and very susceptible to stress. In most professions, a person who has high emotional stability is referred. Employees with low emotional stability are more likely to be distracted from work by stress, deadlines, or situations in their personal lives, whereas those with high levels of this trait are more able to control the emotions and feelings at work.

The mastery of emotional stability is a lifelong process. Since many teachers enter the profession right out of college it should be of no surprise that they are still learning. Therefore, it is critical for teaching education programs to prepare them with knowledge and skills to help them both personally and professionally. So, the investigator is interested to study on the newly emerged complex process of emotional stability in prospective teachers.

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Methodology

In this study the investigator has used simple random technique. By this technique 300 prospective teachers were selected. The sample data were collected from 5 colleges of education in Virudhunagar district. The Emotional stability scale was prepared and validated investigator J.PRABHAKAR and guide Dr.A.R.ANANDHA KRISHNAVENI (2018). The tool consists of 30 statements. Each item has five alternatives. In this scale 18 items are positive and 12 items are negative. Thus the maximum scoring possible in the scale is 150 and the minimum scoring is 30. The options were always, often, sometimes, rarely, never.

Operational Definitions

Emotional Stability

Emotional stability refers to a person's ability to remain stable and balanced.

Prospective Teachers

Students who are studying in colleges of education in Virudhunagar District.

Objectives of the Study

1. To find out the level of emotional stability and its dimensions of prospective teachers with respect to gender and year of studying.
2. To find out significant difference if any in the emotional stability and its dimensions of prospective teachers with respect to gender and year of studying.

Hypotheses of the Study

1. To find out the level of emotional stability and its dimensions of prospective teachers with respect to gender and year of studying is average.
2. There is no significant difference in the emotional stability and its dimensions of prospective teachers with respect to gender and year of studying.

Descriptive Analysis

To find out the level of emotional stability and its dimensions of prospective teachers with respect to gender.

Table 1
Level of Emotional Stability and its Dimensions of
Prospective Teachers with Respect to Gender

Dimension Vs Variables	Gender	Low		Average		High	
		N	%	N	%	N	%
Pessimism Vs Optimism	Male	27	24.3	68	61.3	16	14.4
	Female	37	19.6	116	61.4	36	19
Anxiety Vs Calm	Male	17	15.3	71	64	23	20.7
	Female	23	12.2	134	70.9	32	16.9
Aggression Vs Tolerance	Male	17	15.3	77	69.4	17	15.3
	Female	30	15.9	137	72.5	22	11.6
Depending Vs Autonomy	Male	19	17.1	77	69.4	15	13.5
	Female	39	20.6	128	67.7	22	11.6
Apathy Vs Empathy	Male	26	23.4	75	67.6	10	9.0
	Female	32	16.9	137	72.5	20	10.6
Emotional stability -Total	Male	15	13.5	75	67.6	21	18.9
	Female	22	11.6	130	68.8	37	19.6

It is inferred from the above table, large percentage of male prospective teachers have average level of Pessimism/Optimism (61.3%), Anxiety/Calm (64%), Aggression/Tolerance (69.4%), Depending/Autonomy (69.4%), Apathy/Empathy (67.6%) and Emotional stability in total (67.6%). Also large percentage of female prospective teachers have average level of Pessimism/Optimism (61.4%), Anxiety/Calm (70.9%), Aggression/Tolerance (72.5%), Depending/Autonomy (67.7%), Apathy/Empathy (72.5%) and Emotional stability in total (68.8%).

To find out the level of emotional stability and its dimensions of prospective teachers with respect to year of studying.

Table 2
Level of Emotional Stability and its Dimensions of
Prospective Teachers with Respect to Year of Studying

Dimension Vs Variables	Years Of Studying	Low		Average		High	
		N	%	N	%	N	%
Pessimism Vs Optimism	1 st year	24	20.5	70	59.8	23	19.7
	2 nd year	40	21.9	114	62.3	29	15.8
Anxiety Vs Calm	1 st year	12	10.3	84	71.8	21	17.9
	2 nd year	28	15.3	21	66.1	34	18.6
Aggression Vs Tolerance	1 st year	13	11.1	89	76.1	15	12.8
	2 nd year	34	18.6	125	68.3	24	13.1
Depending Vs Autonomy	1 st year	22	18.8	82	70.1	13	11.1
	2 nd year	36	19.7	123	67.2	24	13.1
Apathy Vs Empathy	1 st year	26	22.2	78	66.7	13	11.1
	2 nd year	32	17.5	134	73.2	17	9.3
Emotional stability -Total	1 st year	12	10.3	83	70.9	22	18.8
	2 nd year	25	13.7	122	66.7	36	19.7

It is inferred from the above table, large percentage of first year prospective teachers have average level of Pessimism/Optimism (59.8%), Anxiety/Calm (71.8%), Aggression/Tolerance (76.1%), Depending/Autonomy (70.1%), Apathy/Empathy (66.7%) and Emotional stability in total (70.9%). Also large percentage of second year prospective teachers have average level of Pessimism/Optimism (62.3%), Anxiety/Calm (66.1%), Aggression/Tolerance (68.3%), Depending/Autonomy (67.2%), Apathy/Empathy (73.2%) and Emotional stability in total (66.7%).

Differential Analysis

There is no significant difference in the emotional stability of prospective teachers with respect to gender.

Table 3
Significant Difference in the Emotional Stability of
Prospective Teachers with Respect to Gender

Dimension/ Variable	Gender				Calculated 't' value	Remarks at 5% level
	Male - 111		Female -189			
	Mean	S.d	Mean	S.d		
Pessimism Vs Optimism	14.44	1.807	14.98	1.715	0.7	Ns
Anxiety Vs Calm	21.33	2.476	21.296	2.271	0.13	Ns
Aggression Vs Tolerance	18.495	1.813	18.349	1.77	0.69	Ns
Depending Vs Autonomy	21.729	2.404	21.513	2.504	2.73	S
Apathy Vs Empathy	18.153	1.81	18.153	1.757	0.87	Ns
Emotional stability in total	94.547	7.176	94.481	7.019	2.08	S

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

From the above table it is observed that the calculated 't' values are less than the table value for Emotional stability in Pessimism/Optimism, Anxiety/Calm, Aggression/Tolerance, Apathy/Empathy of prospective teachers with respect to Gender. Hence there is no significant difference in Emotional stability of prospective teachers with respect to gender. Thus the null hypothesis is accepted.

The calculated 't' values are greater than the table value for Emotional stability of prospective teachers in Depending/Autonomy and in total emotional stability. Hence there is a significant difference in Emotional stability of prospective teachers with respect to gender. Thus the null hypothesis is rejected.

There is no significant difference in the emotional stability of prospective teachers with respect to year of studying.

Table 4
Significant Difference in the Emotional Stability of
Prospective Teachers with Respect to Year of Studying

Dimension/ Variable	Year of studying				Calculated 't' value	Remarks at 5% level
	1 st year - 117		2 nd year-183			
	Mean	S.d	Mean	S.d		
Pessimism Vs Optimism	14.931	1.779	14.929	1.729	0.13	Ns
Anxiety Vs Calm	21.35	2.267	21.284	2.398	0.24	Ns
Aggression Vs Tolerance	18.598	1.671	18.278	1.846	1.52	Ns
Depending Vs Autonomy	21.461	2.451	21.677	2.478	0.74	Ns
Apathy Vs Empathy	18.17	1.801	18.333	1.761	0.77	Ns
Emotional stability in total	94.512	6.866	94.502	7.209	0.01	Ns

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

From the above table it is observed that the calculate 't' values are less than the table value for Pessimism/Optimism, Anxiety /Calm, Aggression/Tolerance, Apathy/Empathy, Depending/Autonomy and in Total emotional stability of prospective teachers with respect to Year of studying. Hence there is no significant difference in Emotional stability of prospective teachers with respect to year of studying. Thus the null hypothesis is accepted.

Findings of the Study

1. The level of emotional stability and its dimensions of prospective teachers with respect to gender and year of studying is average.
2. There is a significant difference in emotional stability and its dimensions of prospective teachers with respect to gender.
3. There is a significant difference in emotional stability and its dimensions of prospective teachers with respect to year of studying.

Conclusion

Emotions are the prime movers of one's behaviour and can influence cognition, including perception. Thus, emotional phenomena play an important part in teaching profession. Emotional stability is a stable psychic quality of a person; it is being formed in sport activity, but the specificity of its formation is determined by individual traits of the athlete. Emotionally stable person will have many traits such as optimism, evenness of mood, freedom from feeling of guilt, worry or loneliness, self reliance and also have the ability to connect with others in a cooperative and positive way.

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**A STUDY ON SPIRITUAL INTELLIGENCE AND SOCIAL
ADJUSTMENT OF HIGHER SECONDARY STUDENTS**

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Abstract

The main objectives of the study were to find out the level of spiritual intelligence and social adjustment of higher secondary students and to find out the significant relationship between spiritual intelligence and social adjustment of higher secondary students. The sample consists of 300 higher secondary students randomly selected from 13 higher secondary schools in Kovilpatti taluk, Thoothukudi district of Tamil Nadu. The spiritual intelligence and social adjustment scales were used for collection of data. The research reveals that the level of spiritual intelligence and social adjustment of higher secondary students was moderate and there is significant relationship between spiritual intelligence and social adjustment of higher secondary students.

Keywords: spiritual intelligence, social adjustment and higher secondary students.

Introduction

Spiritual intelligence requires us to be deeply honest with ourselves and deeply aware of ourselves. It requires us to face choices and to realize that sometimes the right choices are difficult ones. Higher SI demands the most intense personal integrity. It demands that we become aware of and live out of that deep centre of ourselves that transcends all the fragments into which our lives have been shattered. It demands that we cease to seek refuge only in what we already know and constantly explore and learn from what we do not know. It demands that we live in the questions rather than the answers. To be spiritually intelligent also means to integrate two of Gardner's multiple intelligences - the 'intra and interpersonal', in order to understand more fully 'who we are', 'what we value' and how to develop care and concern for others, in order to use these in teaching. To do so is to acknowledge that the teacher's role is to develop critically caring communities of learners, to appreciate diversity as well as to build students' learning capacities, as they are interconnected with their academic roles. The development of SI might also involve forms of critical holistic reflections that focus upon the self.

The imperative character of education for individual growth in the social development is now accepted by everyone. A well-balanced person is well adjusted to the demands of the environment. "Adjustment is the process of finding and adopting modes of behaviour suitable to the environment or the changes in the environment." (Good, 1959)

There are some school-related factors which influence students adjustment in school. Teachers who are properly trained in educational psychology may help students in their adjustment. Teachers, personality and democratic attitude are important factors which can promote adjustment in students. The values and attitudes of the peer group are essential elements in learning. Those who surround themselves with academically focused peers will be more likely to internalize this type of behaviour.

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Significance of the Study

Most of the parents are too much bothered about refining cognitive excellence and academic achievements of their children. Schools are striving to attain 100% results and maintain the linguistic standards and co-curricular accomplishments for getting better admissions in the future periods. However, unknowingly they are ignoring the inner, personal, and social lives of their children. Lack of role models, congruency between words and deeds of elders, adverse influence of social networking, overloaded curriculum, growing „use and throw“ attitude etc. detract adolescents from value-oriented life. The aim of this study is to understand the importance of Spiritual Intelligence and Social Adjustment in their life as a whole. It tries to establish good relations with family, neighbors, friends, teachers and other members of society. The students face complicated decision-making situations and issues involving values. They should aware of developing the ability to make proper choices in such situations through value education. By giving them a strong foundation for spiritual intelligence and Social Adjustment, they will be able to understand their inner selves, others, and the outer world. This will help them to explore deeper questions of their life, thoughts, actions, and interactions from the awareness of reality, reduce their stress, and lead a meaningful and goal-oriented life. Before giving them a consciously planned value education program, the investigator tried to find out actual spiritual intelligence status of higher secondary students and its relation with Social Adjustment within a short span of time. The concept of spiritual intelligence is rather new and only a few studies have been carried in this field. Keeping in view the importance of Spiritual Intelligence and Social adjustment for Higher Secondary students, this study has been undertaken by investigator. These reasons motivated the investigator to select the present study.

Objectives of the Study

1. To find out the level of spiritual intelligence of higher secondary students.
2. To find out the level of social adjustment of higher secondary students.
3. To find out the significant relationship between spiritual intelligence and social adjustment of higher secondary students.

Hypothesis

There is no significant relationship between spiritual intelligence and social adjustment of higher secondary students.

Methodology

Survey method was adopted for the present study. The population for the study consists of all the higher secondary students studying in 11th and 12th standard in higher secondary schools in Kovilpatti taluk of Thoothukudi District approved by Tamilnadu government school education department. The sample consists of 300 higher secondary students from 13 higher secondary schools.

Tool Used

The personal data sheet, spiritual intelligence and social adjustment scales were used for collection of data. The spiritual intelligence scale was prepared by the investigator and guide in the year 2018. This scale contains 53 statements with five point rating scale and the adopted tool social adjustment scale was consists of 40 statements with five point rating scale.

Analysis of Data

The statistics employed in the study were percentage and correlation analysis. The analyses were presented in the following tables.

Table 1
Level of Spiritual Intelligence of
Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
43	14.3	216	72.0	41	13.7

It is inferred from the above table that 14.3% of higher secondary students have low, 72.0% of them have moderate and 13.7% of them have high level of spiritual intelligence.

Table 2
Level of Social Adjustment of
Higher Secondary Students

<i>Low</i>		<i>Moderate</i>		<i>High</i>	
<i>Count</i>	<i>%</i>	<i>Count</i>	<i>%</i>	<i>No.</i>	<i>%</i>
43	13.5	216	72.6	41	13.9

It is inferred from the above table that 13.5% of higher secondary students have low, 72.6 0% of them have moderate and 13.9% of them have high level of social adjustment.

H₀1: There is no significant relationship between spiritual intelligence and social adjustment of higher secondary students.

Table 3
Relationship Between Spiritual Intelligence and
Social Adjustment of Higher Secondary Students

<i>Variables</i>		<i>Calculated 'r' value</i>	<i>Degrees of freedom</i>	<i>Table 'r' value</i>	<i>Remarks</i>
Spiritual intelligence	Social adjustment	0.525	298	0.115	S

(At 5% level of significance, for df 298, the table value of 'r' is 0.115)

It is inferred from the above table that calculated 'r' value (0.525) is greater than the table value (0.115) for df (298) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant relationship between spiritual intelligence and social adjustment of higher secondary students.

Findings

1. 14.3% of higher secondary students have low, 72.0% of them have moderate and 13.7% of them have high level of spiritual intelligence.
2. It is inferred from the above table that 13.5% of higher secondary students have low, 72.6 0% of them have moderate and 13.9% of them have high level of social adjustment.
3. There is significant relationship between spiritual intelligence and social adjustment of higher secondary students.

Educational Implication

The spiritual intelligence and social adjustment of higher secondary students are moderate level. The investigator found from correlation analysis that there is positive significant relationship between spiritual intelligence and social adjustment. It reveals that the spiritual intelligence of higher secondary students is increased with social adjustment of them gradually increased or vice versa. For the development of students it is necessary to develop an ability & intelligence to cope with mental peace & this can only be done by managing their emotions. Emotional quotient, spiritual quotient & Values can play a major role is managing social adjustments. Spiritual intelligence can help adolescents to look with in to know, to understand and the nature of the self and its requirement. When a student goes to school they need to be guided and taught to master various knowledge and skills in accordance with the level of guided curriculum. This curriculum encompasses all skill development in terms of knowledge, thinking skills, leadership skills, bilingual, ethical and spiritual skills, and the establishment of a national identity within the student. For the proper development of an individual as well as nation, it is necessary to give proper direction, which can be given by schools & parents also. But schools are more important than parents as they can provide more opportunities for the development of spiritual intelligence and social adjustment and values.

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**LEADERSHIP TRAITS OF HIGH SCHOOL STUDENTS
WITH CERTAIN BACKGROUND VARIABLES**

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Abstract

In this study, the investigator has attempted to study the level of leadership traits of high school students with respect to gender, location of school and type of school. Survey method was adopted to collect the data. The population of the present investigation is all the high school students studying in Srivilliputtur taluk. 300 high school students were randomly selected by the investigator as the sample for the study. From the findings the researcher found that the level of leadership traits of high school students is average.

Introduction

“Education is the manifestation already existing in man”. Say Swami Vivekananda. It is the key that involves the doer to development by reaction or interaction with the society through proper training. Education is essential to develop the ability to think, speak. Solve problem, understand right and wrong and achieve the most desired things. Education is the aggregate of all the process by which a person analyses the abilities, attitudes and other values. On the whole the human development depends upon education.

Trait leadership is defined as integrated patterns of personal characteristics that reflect a range of individual differences and foster consistent leader effectiveness across a variety of group and organizational situations. The theory of trait leadership is developed from early leadership research which focused primarily on finding a group of heritable attributes that differentiate leaders from non-leaders. Leader effectiveness refers to the amount of influence a leader has on individual or group performance, followers’ satisfaction, and overall effectiveness Derue, Nahrgang, Wellman, & Humphrey, Many scholars have argued that leadership is unique to only a select number of individuals and that these individuals possess certain immutable traits that cannot be developed . Although this perspective has been criticized immensely over the past century, scholars still continue to study the effects of personality traits on leader effectiveness. Research has demonstrated that successful leaders differ from other people and possess certain core personality traits that significantly contribute to their success. Understanding the importance of these core personality traits that predict leader effectiveness can help organizations with their leader selection, training, and development practices.

Significance of the Study

Education is a character building process enhancing one’s personality and making one rational, capable, responsive and intelligently independent. It generates the will to refashion one’s heart, head and life. Till 90’s intelligence quotient was the measure of success and intelligence of an individual. Greater the intelligence quotient, the more intelligent the individual was and more successful one was considered to be. Being aware of one’s emotional intelligence in terms of an emotional quotient has wide educational and social implication for the welfare of the individual and the society.

Leaders frequently use emotions to influence the affective states of others. The emotional component of leadership requires the ability to perceive emotions, facilitate emotions in thought and understand and manage emotions. Leaders possessing these abilities are considered emotionally intelligent. Empathy is core component of emotional intelligence and so empathetic leaders can sense others’ needs, listen to what followers say and do not say and are able to read the reactions of others.

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Leadership Traits

Leadership traits are the personal qualities that shape the students to become effective leaders.

High School Students

Students who are studying IX and X standard class in Srivilliputtur Taluk.

Objectives of the Study

1. To find out the level of leadership traits of high school students with respect to gender.
2. To find out the level of leadership traits of high school students with respect to location of school.
3. To find out the level of leadership traits of high school students with respect to type of school.

Hypotheses of the Study

1. The level of leadership traits of high school students with respect to gender is average.
2. The level of leadership traits of high school students with respect to location of school is average.
3. The level of leadership traits of high school students with respect to type of school is average.

Methodology

Leadership Traits scale developed and validated by M.Muthumanickam (2010). The scale consists of 39 items. All the statements are positive in nature. These students were selected using simple random sampling technique. Totally ten schools were selected randomly for the study. Out of which 300 students were taken as the sample.

Hypothesis: 1

The level of leadership traits of high school students with respect to gender is average.

Table 1
Level of Leadership Traits of High School Students with Respect to Gender

Dimensions	Gender	Low		Average		High	
		N	%	N	%	N	%
Psychological characteristics	Male	35	24.5	89	62.2	19	13.3
	Female	29	18.5	100	63.7	28	17.8
Personality characteristics	Male	8	5.6	116	81.1	19	13.3
	Female	15	9.6	117	74.5	25	15.9
Social characteristics	Male	14	9.8	108	75.5	21	14.7
	Female	22	14.0	103	65.6	32	20.4
Personal characteristics	Male	13	9.1	127	88.8	3	2.1
	Female	15	9.6	130	82.8	12	7.6
Leadership Traits - Total	Male	22	15.4	111	77.6	10	7.0
	Female	12	7.6	116	73.9	29	18.5

It is inferred from the above table that, the large percentage of male high school students has average psychological characteristics (62.2%), personality characteristics (81.1%), social characteristics (75.5%), personal characteristics (88.8%) and leadership traits in total (77.6%).

It is also inferred from the about table that, the large percentage of female high school students have average psychological characteristics (63.7%), personality characteristics (74.5%), social characteristics (65.6%), personal characteristics (82.8%) and leadership traits in total (73.9%).

Therefore large percentage of male and female high school students have average level of leadership traits. Hence the hypothesis is accepted.

Hypothesis: 2

The level of leadership traits of high school students with respect to locality of school is average.

Table 2
Level of leadership Traits of High School Students
with Respect to Locality of School

Dimensions	Locality of school	Low		Average		High	
		N	%	N	%	N	%
Psychological characteristics	Rural	59	24.6	142	59.2	39	16.2
	Urban	5	8.3	47	78.3	8	13.3
Personality characteristics	Rural	22	9.2	180	75.0	38	15.8
	Urban	1	1.7	53	88.3	6	10.0
Social characteristics	Rural	27	11.2	170	70.8	43	17.9
	Urban	9	15.0	41	68.3	10	16.7
Personal characteristics	Rural	20	8.3	208	86.7	12	5.0
	Urban	8	13.3	49	81.7	3	5.0
Leadership Traits in Total	Rural	25	10.4	185	77.1	30	12.5
	Urban	9	15.0	42	70.0	9	15.0

It is inferred from the above table that, the large percentage of rural school students have average psychological characteristics (59.2%), personality characteristics (75.0%), social characteristics (70.8%), personal characteristics (86.7%) and leadership traits in total (77.1%).

It is inferred from the above table that, the large percentage of urban high school students have average psychological characteristics (78.3%), personality characteristics (88.3%), social characteristics (68.3%), personal characteristics (81.7%) and leadership traits in total (70.0%).

Therefore large percentage of rural and urban high school students have average level of leadership traits. Hence the hypothesis is accepted.

Hypothesis: 3

The level of leadership traits of high school students with respect to type of school is average.

Table 3
Level of Leadership Traits of High School
Students with Respect to Type of School

Dimensions	Type of School	Low		Average		High	
		N	%	N	%	N	%
Psychological characteristics	Government	60	23.8	148	58.7	44	17.5
	Government-aided	4	8.3	41	85.4	3	6.2
Personality characteristics	Government	17	6.7	199	79.0	36	14.3
	Government-aided	6	12.5	34	70.8	8	16.7
Social characteristics	Government	32	12.7	172	68.3	48	19.0
	Government-aided	4	8.3	39	81.2	5	10.4
Personal characteristics	Government	21	8.3	220	87.3	11	4.4
	Government-aided	7	14.6	37s	77.1	4	8.3
Leadership Traits in total	Government	27	10.7	194	77.0	31	12.3
	Government-aided	7	14.6	33	68.8	8	16.7

It is inferred from the above table that, the large percentages of government high school students have average psychological characteristics (58.7%), personality characteristics (79.0%), social characteristics (68.3%), personal characteristics (87.30%) and leadership traits in total (77.5%).

It is inferred from the above table that, the large percentages of government aided high school students have average psychological characteristics (85.4%), personality characteristics (70.8%), social characteristics (81.2%), personal characteristics (77.1%) and leadership traits in total (68.8%).

Therefore large percentage Government and Government aided high school students have average level of leadership traits. Hence the hypothesis is accepted.

Conclusion

Today's students are tomorrow's leaders. Leaders are very much essential for the development of a country in the right direction as they guide or direct others by showing them the way or telling them how

to behave. While leadership traits are the important component of successful leadership which helps to make good relation with their peer. While leadership styles are the factors influencing one's leadership traits, they can contribute a lot to one who wants to be a successful leader. Based on the findings of the present study conducted on the high school students is essential one in the need of the hour.

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**A STUDY ON ATTITUDE OF SCIENCE TEACHERS TOWARDS SCIENCE
LABORATORY IN HIHER SECONDARY SCHOOL IN MADURAI**

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Abstract

The objective of the study was to find out the level attitude of science teachers towards science laboratory in higher secondary school in Madurai. The investigator had used simple random sampling technique for selecting a sample of 200 higher secondary students. The investigator found out that i) the level of attitude of science teachers towards science laboratory in higher secondary school in Madurai is average. ii) there is no significant difference in their attitude in terms of their gender. iii) there is no significant difference in their attitude in terms of their type of school.

Introduction

The present study is a survey to find out "A Study On Attitude Of Science Teachers Towards science Laboratory In Higher Secondary Schools In Madurai". The investigator in order to find out the classroom behavior has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusions drawn from the data have been recorded in the study.

Need for the Study

Science is one of those human activities that man has created to gratify certain human needs and desire. Disinterested curiosity has been the greatest motive power of scientific research. The 'search of truth become the dominant motive in the prosecution of science'. "If science is to be pursued with full vigor and zest and is to become a mighty force in the Indian renaissance, it must drive its 'nourishment' from out cultural and spiritual heritage and not bypass it science must become an integral part of our cultural and spiritual heritage". Indian Education Commission, 1968. (G.Venugopal & K.Narayanan, Teaching of biological science (2006).P.No.3)

The study of science trains the student in attracting the problems according to ascertain definite and distinct procedure which we may call as the scientific method. This training which he receives in studying science can be applied to solve other problems arising in new situations. In brief, scientific method involves the following steps:

- Making an accurate survey of the problem
- Setting up the method of attracting the problem
- Collecting data regarding the problem
- Drawing conclusions from the collected data

Objectives of the Study

- To find out the attitude of teachers towards the Science Laboratory at secondary level.
- To find out the involvement of teachers to conduct the Science practical at secondary level.
- To find out the scientific attitude among secondary teachers towards science laboratory in terms of their gender.
- To find out the significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their age.
- To find out the significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their educational qualification.

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- To find out the significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their type of school.
- To find out the significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their monthly income..
- To find out the significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their work experience..
- To find out the significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their locality .
- To find out the significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their social status.

Hypotheses of the Study

- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their gender.
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their age.
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their educational implication.
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their type of school .
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their monthly income..
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their work experience..
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their locality.
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their social status

Introduction

In the first chapter, the investigator has presented significance of the study. In the second chapter a review of related literature was given. In this chapter the investigator describes the methodology followed in the present attempt. It presents the variables of the study, the tools used, and the selection of the sample and collection of data.

Design of the Study

The method adopted for the present study was survey. Survey is a method for collecting and analyzing data obtained from a specific population through questionnaires and schedules. The survey method to education problem is one of the most commonly used approaches.

A survey is concerned with the present and attempts to determine the status of the phenomenon under investigation. Educational surveys are particularly versatile and practical in that they identify present conditions and point to present needs. They provide worthy information for taking decisions.

A worthwhile research project is likely to result from a well-formulated research design. A design can be equated to a blue print which provides a clear-cut guideline to the investigator in carrying out his/her research successfully.

In the present study, the investigator developed and validated three types of questionnaire viz., Teacher's, Parents's and Learner's attitudes in order to find out their attitude towards science laboratory among secondary teachers

Table 1
Break-up of the sample (Teachers)

S.No	Category	Sample Size (n)	Total
1	Gender		200
	Male	113	
	Female	87	
2	Age		200
	Below 40	103	
	Above 40	97	
3	Educational qualification		200
	Basic	108	
	Additional	92	
4	Working experience		200
	5-years	49	
	5-10 years	83	
	Above 10 years	68	
5	Type of school		200
	Government	23	
	Government – aided	107	
	Private	70	
6	Monthly income		200
	Up to 10,000	44	
	Between 10,000-50,000	134	
	Above 50,000	22	
7	Social staus		200
	General	36	
	Bc	90	
	Mbc	37	
	Sc/st	37	
8	Locality		200
	Urban	94	
	Semi-urban	60	
	Rural	46	

Introduction

The method and procedure along with data collection were presented in chapter III. The collected data were subjected to different types of analysis. The results of the data analyses are presented in the following paragraphs. First the results of the inferential statistics.

Hypothesis 1

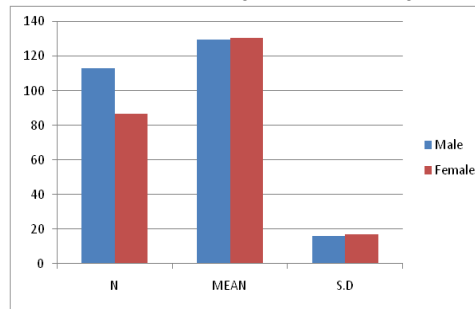
There is no significant difference in scientific attitude among secondary teachers in terms of their gender.

Table 2
Mean, S.D., and 't' values for the Significant Difference in a in "A Study on Teachers Attitude towards Science Laboratory at Secondary level in terms of their Gender"

Description	N	Mean	S.D	't' value	Critical value	Level of significance
Male	113	129.53	16.25	-0.4831	1.960	Ns
Female	87	130.68	17.22			

Figure 1

Diagramme show the Mean, S.D., and 't' values for the Significant Difference in a in "A Study on Teachers Attitude towards Science Laboratory at Secondary Level in terms of their Gender"



It is evident from table that the obtained 't' value is -0.4831. It is lesser than the critical value of 1.960 for degree of freedom of 198 at 0.05 levels. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference in their attitude in terms of their gender

Hypothesis 2

There is no significant difference in scientific attitude among secondary teachers in terms of their teachers' type of school.

Table 3

Mean, S.D., and 't' values for the Significant Difference in a in "A Study on Teachers Attitude towards Science Laboratory at Secondary Level in terms of type of School"

Description	N	Mean	S.D	't' value	Critical Value	Level of Significance
Government	23	126.5652	14.98	-1.1927	1.960	Ns
Government- aided	107	131.1682	17.14			

It is evident from table 2.4 that the obtained 't' value is -1.1927. It is lesser than the critical value of 1.960 for degree of freedom of 128 at 0.05 level. Hence it is not significant. The null hypothesis stated is accepted.

It is interpreted that there is no significant difference in their attitude in terms of their type of school

Findings of the Study

Hypotheses Verification

- The teacher's don't have attitude towards science laboratory.
- There is no scientific attitude among teachers.
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their gender. The null hypothesis stated is accepted.
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their age; The null hypothesis stated is accepted.
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their educational qualification. The null hypothesis stated is rejected.
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their type of school. The null hypothesis stated is accepted .
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their monthly income. The null hypothesis stated is rejected..
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their work experience. The null hypothesis stated is accepted..
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their locality .The null hypothesis stated is accepted.
- There is no significant difference in scientific attitude among secondary teachers towards science laboratory in terms of their social status. The null hypothesis stated is accepted

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COPING STRATEGIES OF SECONDARY SCHOOL STUDENTS

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Abstract

The objective of the study is to find out the level of coping strategies of secondary students with regard to gender and type of school. The investigator adopted normative survey method for the collection of data. The sample consists of 350 students randomly selected from 10 schools from Virudhunagar District. Coping strategies scale was prepared and validated by Mr.E.Kathiravan (2011). The findings of the result showed that (i) male and female secondary school students have average level of coping strategies. (ii) there is a significant relationship between secondary school students with respect to gender and type of school.

Introduction

Education is about teaching, learning skills and knowledge. It also means helping people to learn how to do things and support them to think about what they learn. It's also important for educators to teach ways to find and use information. Through education, the knowledge of society, country, and of the world is passed on from generation to generation. This may include education in morality, for example learning how to act as loyal, honest and effective citizens. Education may help and guide individuals from one class to other. Educated individuals and groups can do things that the less educated cannot. An important aspect of education throughout the world today is the promotion of international superstitious beliefs and develops a scientific outlook on life. The prosperity of a nation depends very much upon the educational system of that country as it prepares the future citizens of the country.

Education means the process by which the individual is helped to develop his innate potentials to the full so that he is well equipped for a gracious and harmonious life in the world. Thus education helps man to make a deliberate and concrete effort to live comfortably and happily in his physical and social environment.

Need and Significance of the Study

Coping is an activity we do to seek and apply solutions to stressful situations or problems that emerges because of our stressors. Coping strategy is a behaviour that helps us to functions well in a given situation. Coping mechanisms can also be described as "survival skills". They are strategies that people use in order to deal with stresses, pain, and natural changes that we experience in life. Coping mechanisms are learned behavioural patterns used to cope. An individual may learn from other ways to manage our stresses. There are negative coping mechanisms and positive coping mechanisms. Many people use their coping mechanisms to benefit them in a positive way. However, were not always able to cope with the difficulties that we face. Today children are tomorrow's citizen. The students must follow the positive coping strategies such as doing exercise, meditation, listening to the music, playing with a pet etc. In this study a study on coping strategies adopted by secondary school students explores the adaptation of coping strategies adopted by secondary school students. It also studies the adaptation of coping strategies by secondary school students. Hence the present study "A STUDY ON COPING STRATEGIES ADOPTED BY SECONDARY SCHOOL STUDENTS" has been undertaken.

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Operational Definitions

Coping strategies

In this study coping strategies refers to the vulnerability and capacity to cope. It is a process dealing with internal or external demands that are perceived to be threatening or overwhelming.

Secondary School Students

Students those who are studying VI to IX standard in Virudhunagar district are called as secondary school students.

Objectives of the Study

- To find out the level of coping strategies of secondary school students with respect to gender and type of school.
- To find out whether there is any significant difference in coping strategies of secondary school students based on gender and type of school.

Hypotheses of the Study

- The level of coping strategies of secondary school students is average with respect to gender and type of school.
- There is a no significant difference in the coping strategies of secondary school students based on gender and type of school.

Method of Study

For the present study normative survey method has used. Simple random technique has used in this study. The sample for the present study constitutes 350 secondary school students from Virudhunagar district. The investigator has used Coping Strategies scale which was prepared by Mr.E.Kathiravan (2015). The tool consists of 40 items.

Percentage Analysis

Objective -1

To find out the level of coping strategies of secondary school students with respect to gender.

Table 1
Level of Coping Strategies of Secondary School Students with Respect to Gender

Variable	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
Coping strategies	Male	30	16.4	132	72.1	21	11.5
	Female	17	10.2	116	69.5	34	20.4

It is observed from the above table that among the male secondary school students 16.4% of them have low level, 72.1% of them have average level and 11.5% of them have high level of coping strategies. Among the female secondary school students 10.2% of them have low level, 69.5% of them have average level and 20.4% of them have high level of coping strategies.

Objective -2

To find out the level of coping strategies of Secondary school Students with respect to type of school.

Table 2
Level of Coping Strategies of Secondary School Students with Respect to Type of School

Variable	Type of school	Low		Average		High	
		Count	%	Count	%	Count	%
Coping strategies	Government School	19	9.7	139	71.3	37	19.0
	Government Aided School	20	22.2	64	71.1	6	6.7
	Private School	8	12.3	45	69.2	12	18.5

It is observed from the above table that among the government secondary school students 9.7 % of them have low level, 71.3 % of them have average level and 19.0% of them have high level of coping strategies. Among the government aided secondary school students 22.2% of them have low level, 71.1%

of them have average level and 6.7% of them have high level of coping strategies. It is observed from the above table that among the private secondary school students 12.3% of them have low level, 69.2 % of them have average level and 18.5% of them have high level in coping strategies.

Differential Analysis

Hypothesis 1

There is no significant difference in the coping strategies of secondary school students based on gender.

Table 3
Significant Difference in the Coping Strategies of
Secondary School Students based on Gender

Variable	Gender	N	Mean	SD	Calculated 't'-Value	Remarks at 5% level
Coping strategies	Male	183	65.4372	7.42546	1.99	S
	Female	167	67.0120	7.39015		

(At 5% level the significant table value 't' is 1.97)

S-Significant

It is inferred from the table 3 the calculated 't' value 1.99 is greater than the table value 1.97 at 5% level of significance. Hence the null hypothesis is rejected. This shows that there is a significant difference in the coping strategies of secondary school students based on gender.

Hypothesis 2

There is no significant difference in the coping strategies of secondary school students based on type of school.

Table 4
Significant Difference in the Coping Strategies of
Secondary School Students based on Type of School

Variable	Source of Variation	Df	Sum of square	Means square	Calculated F-Value	Remarks at 5%level
Coping strategies	Between Groups	2	1043.991	521.996	9.91	S
	With in Groups	347	18273.563	52.662		

(At 5% level the significant table value "F" is 3.03)

S-Significant

It is inferred from the table 4 the calculated "F" value 9.91% is greater than the table value 3.03at 5% level of significance with degrees of freedom 2. Hence the null hypothesis is rejected. Thus the result shows that there is a significant difference in the coping strategies of secondary school students based on type of school.

Findings of the Study

- The level of coping strategies of secondary school students is average with respect to gender and type of school.
- There is a significant difference in the coping strategies of secondary school students based on gender and type of school.

Conclusion

The findings of the present study reveal that the secondary school students have average level of coping strategies. Coping refers to the behavioral or cognitive response that people to manage stress. Secondary school students face more stress than other age group. Secondary school students must learn to cope with all types of stress and keep themselves at a level of stimulation that is healthy and enjoyable. The main goal of coping strategies is to maintain physical and psychosocial wellbeing. Hence to maintain the coping strategy is very important for the secondary school students for all aspects.

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**A STUDY ON COMPUTER SELF-EFFICACY AMONG B.ED STUDENTS -
MARITAL STATUS WISE ANALYSIS**

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Abstract

The main objectives of the study were to find out the level of computer self-efficacy among B.Ed students and to find out the significant difference between married and unmarried B.Ed students in their computer self-efficacy. The sample consists of 300 B.Ed students from six B.Ed colleges in Sankarankovil and Kadayanallur Taluks of Tirunelveli district, Tamil Nadu. The computer self-efficacy scale was used for collection of data. The research reveals that the level of computer self-efficacy among B.Ed students was moderate and there is significant difference found between married and unmarried B.Ed students in their computer self-efficacy.

Keywords: Self-efficacy, Computer self-efficacy and B.Ed students

Introduction

Teachers are currently being asked to become computer literate and to integrate emerging computer technology into their teaching. Because computers are a relatively new phenomenon in education, it is important for educators to understand what level of impact teachers' degrees of computer self-efficacy have on their teaching. This study addresses the question, how do teachers' levels of computer self-efficacy affect the implementation of computers into their classroom teaching? This information is important because if levels of computer self-efficacy do have a significant impact on the implementation of computers into classroom teaching, then instruments that can measure computer self-efficacy could aid schools in the development of technology implementation plans that specifically address the needs and abilities of their teachers. If, however, contrary to conventional wisdom, there are influences other than teacher expertise in computer knowledge that are responsible for the implementation of computers in the classroom, those 'other influences' need to be identified. Personally, all of these tasks have been made possible through the use of technology. My argument is that the development of educational software is not focused on a specific set of computer skills. Certainly, there may be the need to know how to use a mouse or other input devices but, typically, educational programs are readily available to students and teachers because the computer skills needed to run them are few in number. Depending on the grade level of the software, high level reading skills may not even be required. The ability to follow straightforward instructions and use an input device are often the only reading and psycho-motor skills needed to run much of the existing educational software. If this is the case, then training teachers to become computer literate may be unnecessary. Then the researchers choose the title a study on computer self-efficacy among B.Ed. Students.

Significance of the Study

Currently, there is a general belief that computer self-efficacy can be used as an indicator of the likelihood of teachers' integration of technology into their teaching. If there does not exist a strong correlation between high levels of computer self-efficacy (which can be achieved through computer courses and usage) and the implementation of computers into the classroom, then schools should be identifying other variables that may be responsible for teachers not implementing computers into their classroom teaching. My hypothesis is that a moderate level of computer self-efficacy may be necessary but not sufficient for getting teachers to integrate the use of computers into their classroom teaching. Self-efficacy is one's belief in one's ability to perform a desired outcome.

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Computer self-efficacy is the belief in one's ability to perform a desired outcome using a computer. There is much support for the thesis that computer self-efficacy is a valuable indicator of whether or not teachers will implement computers into their teaching. What is unclear, however, is exactly what these authors mean by the integration of technology into teaching. Integration of technology can be divided into at least two categories: technology used for instructional purposes (e.g. word processing exams or using spreadsheets for recording student marks) and technology used in classroom teaching (such as UltraKey for learning keyboarding, or using browser software to conduct research on the Internet, or using statistics software to work out statistical problems). In public he latter, yet most authors have failed to make this distinction between teachers using computers for instructional purposes, and teachers using them for their classroom teaching. A study by Grangenett, Ziebarth, Koneck, Farnham, McQuillan and Larson (1992) as cited by McKenna (1995, p. 4) explored the statistical relationships of computer anxiety, computer literacy, equipment familiarity, age, learning style, gender and teacher area, to a trainee teacher's anticipated use of multimedia. The results showed that familiarity with equipment (computer-literacy) was not found to have a significant statistical relationship with any of the variables. The results tend to suggest that familiarizing trainee teachers with multimedia components does not really encourage the use of multimedia in the classroom. B.Ed students are trainee teachers of secondary level. So the today technological development need for the teacher's and the society. So the researcher choose the title "A study on computer self-efficacy among B.Ed students - marital status wise analysis"

Objectives of the Study

1. To find out the level of computer self-efficacy among B.Ed students with regard to marital status.
2. To find out the significant difference, if any, between married and unmarried B.Ed students in their computer self-efficacy.

Hypothesis

There is no significant difference between married and unmarried B.Ed students in their computer self-efficacy

Methodology

Survey method was adopted for the present study. The population for the study consists of all the B.Ed students studying in B.Ed colleges in Sankarankovil and kadayanallur taluks of Tirunelveli. The sample consists of 300 B.Ed students from six B.Ed colleges.

Tool Used

The personal data sheet and computer self-efficacy scale were used for collection of data. The computer self-efficacy scale was prepared by the investigator and guide in the year 2018. This scale contains 55 statements.

Analysis of Data

The statistics employed in the study were percentage analysis and 't' test. The analyses were presented in the following tables.

Table 1
Level of computer self-efficacy among
B.Ed students with regard to computer self-efficacy

Low		Moderate		High	
No	%	No	%	No	%
39	13	224	74.7	37	12.3

It is inferred from the above table that 13 % of B.Ed students have low, 74.7 % of them have moderate and 12.3 % of them have high level of computer self-efficacy.

H₀1: There is no significant difference between married and unmarried B.Ed students in their computer self-efficacy.

Table 2
t- test showing the significant difference between married and unmarried B.Ed students in their computer self-efficacy

Married (N=115)		Un-Married (N = 185)		Calculated 't' value	Remarks
Mean	SD	Mean	SD		
120.95	34.926	133.55	35.050	3.032	S

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

It is inferred from the above table that the calculated t - value (3.032) is greater than the 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 married and un-married B.Ed students in their computer self-efficacy.

While comparing the mean scores un-married B.Ed students (mean value = 133.55) are having high level computer self-efficacy than married B.Ed (mean value = 120.95).

Findings

1. 13 % of B.Ed students have low, 74.7 % of them have moderate and 12.3 % of them have high level of computer self-efficacy.
2. It indicates that there is significant difference between married and un-married B.Ed students in their computer self-efficacy. The mean scores show that unmarried B.Ed students are high level of computer self-efficacy than married B.Ed students

Educational Implication

The 't' results reveals that there is significant difference between married and un-married B.Ed students in their computer self-efficacy. While comparing the mean scores unmarried B.Ed students (mean value = 133.55) are having high level of computer self-efficacy than married B.Ed students (mean value =120.95). This may be due to the fact that unmarried B.Ed students are having more much of time and they are also free from family commitment and responsibility. Then free times are utilised by the un-married B.Ed students for their enhancement of computer literacy. The following recommendations are used to improve the computer self-efficacy among B.Ed students.

1. Colleges should equipped with computer laboratory and educational technology laboratory and allow the B.Ed students atleast one period per day to utilise the computer system for the improvement of computer self-efficacy among B.Ed students.
2. College Faculties should use the computer based teaching methodologies like CAI (Computer Assisted Instruction) method, Power point presentation, online tutorial system and virtual classroom for their academic subject activities. These are also useful to improve the computer self-efficacy of the teachers and their students.
3. Students are encouraged by teachers through seminar method using computers and power point presentation slides. These are enhancing to improve the computer self-efficacy of their students.
4. The college management to construct the college infrastructure with the guidelines of the affiliating University and NCTE norms especially computer laboratory, Audio-Visual classroom, well equipped library, Language laboratory, Multipurpose hall, auditorium and Internet facility like Wi-Fi and are based on the technical supporting facility of the rooms.
5. The students were practised by the computer faculties for how to get a data or information from the internet properly for use of writing assignment, take classroom seminar, doing curricular and co-curricular activities effectively. These are also enhance to improve the computer self-efficacy among the B.Ed students.
6. All the B.Ed colleges should make a smart classroom with digital supporting devices like computer with internet connection, projectors, speaker, Interactive White Board (IWB), Screen, video conferencing, mobile learning and networking and utilise the smart classroom regularly.
7. Colleges should arrange the hands-on training, demonstration, Symposium, seminar, quiz programme and workshop for their B.Ed students for the recent and advancement of computers and technology. These activities are also enhance the computer self-efficacy among B.Ed students.

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**A STUDY ON SCHOOL ENVIRONMENT AND ACHIEVEMENT OF
XI STANDARD STUDENTS IN MADURAI DISTRICT**

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Abstract

The main objective of the study was to find out the level school environment and achievement of xi standard students in Madurai district. . A total of 25 questions were selected for the final study under various things. After selecting schools, 300 students (159 male students and 141 female students) were selected randomly from these schools in Madurai district. The research revealed that i) there is a significant difference in the school environment and academic achievement of students who are studying in the rural government and urban matriculation schools. ii) there is a significant difference in the school environment and academic achievement of students who are studying in rural government aided and urban government schools.iii)It is concluded there is a significant difference in the school environment and academic achievement of students who are studying in the rural government aided and urban government aided schools. iv) there is a significant difference in the school environment and academic achievement of students who are studying in the rural government aided and urban matriculation aided schools.

Introduction

In the view of Swami Vivekananda, "Education is the manifestation of perfection already in man". Children are like the young plants, which will grow and spread their fragrance through beautiful flowers. It is the duty of the education to safe-guard them.

Need for the Study

People were striving hard to make out their lives with daily bread and butter, so education was given a least importance by the parents and the children were forced to perform their family duties.

The literacy rate was very low and the awareness on education among people was also insignificant. Schools in India were limited and situated in main towns only. Those days majority of the schools were run and maintained by the government, local bodies and a few private organizations with insufficient infrastructure. Later on the government decided to improve the literacy rate of the counter and education was linked with job market. Though education was linked with job market, due to poverty and the attitude of the people, the awareness on education among people did not increase as expected by the government. People lead a very simple, poor, low life with available limited resources. Hence the government set up an education division in the planning commission which worked out the objectives, priorities, requisite manpower and estimates financial resources.

On the basis of the recommendations made by the education division and to improve the literacy rate of the nation, education was made a right to people through constitution and that paved the way to start many schools in India. Government was the monopoly in the field of education in designing the curriculum, syllabus, the fee structure and the pattern of evaluation at the final examination.

The main focus on education was given to the three "R" in education rather than the science and technologies. People felt that acquiring education is to fit for none other than the white collar jobs. Private schools were directed to follow the curriculum, syllabus, fee structure and etc. of the government and they were not given much liberty to run the institutions. Hence, a negligible/ insignificant number of people came forward to start new schools and they were also monitored by the government.

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Objectives of the study

The objectives of this research study are operationalised as follows:

1. To identify the facilities of schools on the basis of type of management (Govt., Govt. Aided, Matriculation)
2. To identify the facilities of schools on the basis of various areas (Rural, Urban)
3. To identify the facilities of schools on the basis of various types (Physical facilities, Infrastructural facilities, Teaching- Learning, Evaluation, Extracurricular activities)
4. To study the school environment and academic achievement of higher secondary boys and girls students
5. To study the school environment and academic achievement of the various groups (I, II, III, IV) of the higher secondary students.

Hypothesis of the Study

1. There is no significant difference between the school environment and academic achievement with respect to the rural government school boys and girls.
2. There is no significant difference between the school environment and academic achievement with respect to the rural government aided school boys and girls.
3. There is no significant difference between the school environment and academic achievement with respect to the rural matriculation school boys and girls.
4. There is no significant difference between the school environment and academic achievement with respect to the urban government school boys and girls.
5. There is no significant difference between the school environment and academic achievement with respect to the urban government aided school boys and girls.
6. There is no significant difference between the school environment and academic achievement with respect to the urban matriculation school boys and girls.
7. There is no significant difference between the school environment and academic achievement with respect to the government school and the government aided school students in rural area.
8. There is no significant difference between the school environment and academic achievement with respect to the government school and the matriculation school students' in rural area.
9. There is no significant difference between the school environment and academic achievement with respect to the aided and matriculation school students' in rural area.
10. There is no significant difference between the school environment and academic achievement with respect to the government and government aided school students in urban area.
11. There is no significant difference between the school environment and academic achievement with respect to the government and matriculation school students in urban area.
12. There is no significant difference between the school environment and academic achievement with respect to the aided and matriculation school students' in urban area.
13. There is no significant difference between the school environment and school environment and academic achievement with respect to the rural government and urban government school students.
14. There is no significant difference between the school environment and academic achievement with respect to the rural government and urban government aided school students.
15. There is no significant difference between the school environment and academic achievement with respect to the rural government and urban matriculation school students.
16. There is no significant difference between the school environment and academic achievement with respect to the rural government aided and urban government school students.
17. There is no significant difference between the school environment and academic achievement with respect to the rural government aided and urban government aided school students.
18. There is no significant difference between the school environment and academic achievement with respect to the rural government aided and urban matriculation school students.
19. There is no significant difference between the school environment and academic achievement with respect to the rural matriculation and urban government school students.
20. There is no significant difference between the academic achievements with respect to the rural matriculation and urban government aided school students.

21. There is no significant difference between the school environment and academic achievement with respect to the rural matriculation and urban matriculation school students.

Methodology

In order that the research should be conducted successfully, a suitable methodology with specific operational steps and constructed tools are necessary. In the present study, the investigator aims at finding the relationship between the school environment and the achievement of students in their academic subjects. In present study the investigator chooses stratified random sampling technique. A total of 25 questions were selected for the final study under various things. After selecting schools 300 students (159 male students and 141 female students) were selected randomly from these schools in Madurai district. The students were selected both from government, government aided, and matriculation schools.

Statistical Analysis of Data

Table 1

't'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Government and Government Aided Schools in Rural Area

Variables	Number	Mean	S.D	't' Value
Rural Government School	68	113.588	5.790	29.890
Rural Government Aided School	40	144.35	4.758	

The above table reveals that the calculated 't' value 29.890 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 2

't'- test for the Mean Scores of School Environment and Academic Achievement with respect to Government and Matriculation Schools in Rural Area

Variables	Number	Mean	S.D	't' Value
Rural Government School	68	113.588	5.790	31.964
Rural Matriculation School	42	150.928	6.050	

Table 3

't'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Government Aided and Matriculation Schools in Rural Area

Variables	Number	Mean	S.D	't' Value
Rural Government Aided School	40	144.35	4.758	5.486
Rural Matriculation School	42	150.928	6.050	

Table 4

't'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Government and Government Aided Schools in Urban Area

Variables	Number	Mean	S.D	't' Value
Urban Government School	40	125.85	3.819	75.062
Urban Government Aided School	58	191.275	4.785	

The above table reveals that the calculated 't' value 75.062 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement

Table 5

't'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Government and Matriculation Schools in Urban Area

Variables	Number	Mean	S.D	't' Value
Urban Government School	40	125.85	3.819	76.433
Urban Matriculation School	52	190.519	4.272	

The above table reveals that the calculated 't' value 76.433 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement

Table 6**'t'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Government Aided and Matriculation Schools in Urban Area**

Variables	Number	Mean	S.D	't' Value
Urban Government Aided School	58	191.275	4.785	0.876
Urban Matriculation School	52	190.519	4.272	

The above table reveals that the calculated 't' value 0.876 is less than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 7**'t'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Rural Government and Urban Government Schools**

Variables	Number	Mean	S.D	't' Value
Rural Government School	68	113.588	5.790	11.357
Urban Government School	40	125.85	3.819	

The above table reveals that the calculated 't' value 11.357 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 8**'t'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Rural Government and Urban Government Aided Schools**

Variables	Number	Mean	S.D	't' Value
Rural Government School	68	113.588	5.790	82.441
Urban Government Aided School	58	191.275	4.785	

The above table reveals that the calculated 't' value 82.44 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 9**'t'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Rural Government and Urban Matriculation Schools**

Variables	Number	Mean	S.D	't' Value
Rural Government School	68	113.588	5.790	83.733
Urban Matriculation School	52	190.519	4.272	

The above table reveals that the calculated 't' value 83.733 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 10**'t'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Rural Government Aided and Urban Government Schools**

Variables	Number	Mean	S.D	't' Value
Rural Government Aided School	40	144.35	4.758	19.174
Urban Government School	40	125.85	3.819	

The above table reveals that the calculated 't' value 19.174 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 11**'t'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Rural Government Aided and Urban Government Aided Schools**

Variables	Number	Mean	S.D	't' Value
Rural Government Aided School	40	144.35	4.758	47.868
Urban Government Aided School	58	191.275	4.785	

The above table reveals that the calculated 't' value 47.868 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 12**'t'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Rural Government Aided and Urban Matriculation Schools**

Variables	Number	Mean	S.D	't' Value
Rural Government Aided School	40	144.35	4.758	48.209
Urban Matriculation School	52	190.519	4.272	

The above table reveals that the calculated 't' value 48.209 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement

Table 13

't'- test for the mean Scores of School Environment and Academic Achievement with Respect to Rural Matriculation and Urban Government Schools

Variables	Number	Mean	S.D	't' Value
Rural Matriculation School	42	150.928	6.050	22.554
Urban Government School	40	125.85	3.819	

The above table reveals that the calculated 't' value 22.554 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 14

't'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Rural Matriculation and Urban Government Aided Schools

Variables	Number	Mean	S.D	't' Value
Rural Matriculation School	42	150.928	6.050	35.852
Urban Government Aided School	58	191.275	4.785	

The above table reveals that the calculated 't' value 35.852 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 15

't'- test for the Mean Scores of School Environment and Academic Achievement with Respect to Rural Matriculation and Urban Matriculation Schools

Variables	Number	Mean	S.D	't' Value
Rural Matriculation School	42	150.928	6.050	35.805
Urban Matriculation School	52	190.519	4.272	

The above table reveals that the calculated 't' value 35.805 is greater than that of the tabulated 't' value at 0.01 level of significance in the school environment and academic achievement.

Table 16

Correlation between the boys and girls of rural government school with respect to school environment and academic achievement

Variables	Gender	Number	Correlation
Rural Government School	Boys	68	-0.180
	Girls	68	

The above table revealed a negative correlation between the boys and girls of rural government school with respect to school environment and academic achievement.

Hence it may be inferred from the result that the school environment has similar influence among the boys and girls who are studying in rural government school

Table 17

Correlation between the Boys and Girls of Rural Government Aided School with Respect to School Environment and Academic Achievement

Variables	Gender	Number	Correlation
Rural Government Aided School	Boys	40	-0.180
	Girls	40	

The above table revealed a negative correlation between the boys and girls of rural government aided school with respect to school environment and academic achievement.

Table 18

Correlation Between the Boys and Girls of Rural Matriculation School with Respect to School Environment and Academic Achievement

Variables	Gender	Number	Correlation
Rural Matriculation School	Boys	42	-0.1782
	Girls	42	

The above table revealed a negative correlation between the boys and girls of rural matriculation school with respect to school environment and academic achievement.

Table 19
Correlation between the Boys and Girls of Urban Government School
with Respect to School Environment and Academic Achievement

Variables	Gender	Number	Correlation
Urban Government School	Boys	40	0.181
	Girls	40	

The above table revealed a positive correlation between the boys and girls of urban government school with respect to school environment and academic achievement.

Table 20
Correlation between the Boys and Girls of Urban Government Aided School
with Respect to School Environment and Academic Achievement

Variables	Gender	Number	Correlation
Urban Government Aided School	Boys	58	-0.077
	Girls	58	

The above table revealed a negative correlation between the boys and girls of urban government aided school with respect to school environment and academic achievement.

Table 21
Correlation between the Boys and Girls of Urban Matriculation School
with Respect to School Environment and Academic Achievement

Variables	Gender	Number	Correlation
Urban Matriculation School	Boys	52	-0.006
	Girls	52	

The above table revealed a negative correlation between the boys and girls of urban matriculation school with respect to school environment and academic achievement.

Findings of the Study

1. It is inferred that there is a significant difference in the school environment and academic achievement of students who are studying in the government and government aided schools in rural area.
2. It is concluded that there is a significant difference in the school environment and academic achievement of students who are studying in the government and matriculation schools in rural area.
3. It is deduced that there is a significant difference in the school environment and academic achievement of students who are studying in the government aided and matriculation schools in rural area.
4. It is inferred that there is a significant difference in the school environment and academic achievement of students who are studying in the government and government aided schools in urban area.
5. It is concluded that there is a significant difference in the school environment and academic achievement of students who are studying in the government and matriculation schools in urban area.
6. It is deduced that there is no significant difference in the school environment and academic achievement of students who are studying in the government aided and matriculation schools in urban area.
7. It is inferred that there is a significant difference in the school environment and academic achievement of students who are studying in the rural government and urban government schools.
8. It is concluded that there is a significant difference in the school environment and academic achievement of students who are studying in the rural government and urban government schools.
9. It is deduced that there is a significant difference in the school environment and academic achievement of students who are studying in the rural government and urban matriculation schools.

10. It is inferred that there is a significant difference in the school environment and academic achievement of students who are studying in rural government aided and urban government schools.
11. It is concluded that there is a significant difference in the school environment and academic achievement of students who are studying in the rural government aided and urban government aided schools.
12. It is deduced that there is a significant difference in the school environment and academic achievement of students who are studying in the rural government aided and urban matriculation aided schools.
13. It is inferred that there is a significant difference in the school environment and academic achievement of students who are studying in the rural matriculation and urban government schools.
14. It is concluded that there is a significant difference in the school environment and academic achievement of students who are studying in the rural matriculation and urban government aided schools.
15. It is deduced that there is a significant difference in the school environment and academic achievement of students who are studying in the rural matriculation and urban matriculation schools.

Conclusion

A research activity in specific area is just the beginning of the exploration of the unidentified treasures in that area. Therefore the present study has opened up new horizons in the school environment such as physical facilities, infrastructural facilities, teaching-learning, evaluation, extra-curricular activities. May the school authorities concerned will revisit the present environments of the school and restructure it and the basis of the demands raised by the students. Let us be optimist.

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**A COMPARATIVE STUDY ON ACADEMIC STRESS OF GOVERNMENT AND
PRIVATE SCHOOL TEACHERS-A GENDER WISE ANALYSIS**

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Abstract

The main objectives of the study were to find out the significant difference between male teachers of government and private schools in their academic stress and also significant difference between female teachers of government and private school in their academic stress. The sample consists of totally 150 high school teachers randomly selected, seventy five teachers from government schools remaining seventy five teachers selected from private schools of sankarankovil taluk. The academic stress scale was used for collection of data. The research reveals that there is significant difference found between male teachers from government and private schools and significant difference between female teachers from government and private schools in their academic stress.

Keywords: Academic stress, Government school teachers, Private school teachers

Introduction

Stress refers to the consequences of the human respond in appropriately to the emotions (mind) and physical movements (body). Stress refers to a condition in which state of mind and body is not stable. It is a mild irritational state of server problems that might result in the breakdown of health in stress body is unable to function normally. "Workplace stress" then is the harmful physical and emotional responses that can happen when there is a conflict between job demands on the employee and the amount of control an employee has over meeting these demands. In general, the combination of high demands in a job and a low amount of control over the situation can lead to stress.

Education system around the world is under increasing pressure to use the modern techniques. It is considered as the most powerful weapon of life to get victory and success. It is to enhance the knowledge and skills of the students in the ensuing years of the 21st century. This great responsibility and job is given to the teachers to nourish and shape up the lives of young ones and future of their country. Compared to other professions, teaching is considered to be high stress occupations (Mc Shane and von Glinow, 2005), which therefore results to higher stress level among teachers consequently leading to poor performance, staff health problems and higher job dissatisfaction (Williams and Gersh, 2004). Occupational stress did had a negative effect on the job performance of the teachers in a secondary school which in turn may result in poor teaching to the students (Mohammad Aklaq et al, 2010).

Significance of the Study

The teacher plays great role towards education and shape up both present and future of a student. Teachers serve a great job in making the good society by educating and guiding number of students in their whole life. They lead young ones from their childhood and make them fit mentally, socially and intellectually. Teachers are like common people who are from between us but they chose to do unusual job of teaching to their students. In the field of education, it is not easy to define teachers stress; however Kyriacou (2001) defined the latter as "the involvement by a teacher of abhorrent, negative emotions, such as anger, Anxiety, tension, frustration or depression, resulting from some aspect of their work as a teacher". Teachers stress can have various consequences therefore it is important to manage it and one way of managing it , is by knowing the sources which stress the teachers most and deal with it directly.

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Therefore the investigator undertakes a study on a comparative study on academic stress of government and private school teachers.

Objectives of the Study

1. To find out the significant difference between academic stress of government and private school male teachers.
2. To find out the significant difference between academic stress of government and private school female teachers.

Hypothesis

1. There is no significant difference between Government and Private school male teachers in their academic stress.
2. There is no significant difference between Government and Private school female teachers in their academic stress.

Methodology

Survey method was adopted for the present study. The population for the study consists of all the government and private school teachers those who are working in Sankarankovil and taluk, Tirunelveli district of Tamil Nadu. The sample consists of 150 school teachers from totally 13 schools. The majority of the schools teachers are selected from higher secondary schools.

Tool Used

The personal data sheet and academic stress scale were used for collection of data. The academic stress scale was prepared by the investigator and guide in the year 2018. This scale contains 45 statements.

Analysis of Data

The statistics employed in the study was 't' test. The analyses were presented in the following tables.

Hypothesis 1

There is no significant difference between Government and Private school male teachers in their academic stress.

Table 1
Significant difference between Government and Private School Male Teachers in their Academic Stress

<i>Gender</i>	<i>Type of School</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t Value</i>	<i>Table Value</i>	<i>Remarks</i>
Male	Government	27	98.70	22.245	6.122	2.02	S
	Private	16	145.69	27.565			

It is inferred from the table that the calculated t-value (6.122) is greater than the table value (2.02) for (41) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between government and private school male teachers in their academic stress.

While comparing the mean scores of Government (98.70) and private (145.69) school male teachers, the private school male teachers have higher academic stress than the government school male teachers.

Hypothesis 2

There is no significant difference between Government and Private school female teachers in their academic stress.

Table 2
Significant difference between Government and Private School Female Teachers in their Academic Stress

<i>Gender</i>	<i>Type of School</i>	<i>N</i>	<i>Mean</i>	<i>SD</i>	<i>t Value</i>	<i>Table Value</i>	<i>Remarks</i>
Female	Government	48	87.23	14.674	14.02	1.98	S
	Private	59	147.75	26.791			

It is inferred from the table that the calculated t-value (14.02) is greater than the table value (1.98) for (105) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between government and private school female teachers in their academic stress.

While comparing the mean scores of Government (87.23) and private (147.75) school female teachers, the private school female teachers have higher academic stress than the government school female teachers.

Findings

1. 33.3% of the Government school male teachers have low, 63.0% of them have moderate and 3.7% of them have high level of academic stress. It is also inferred that 18.7% of the private school male teachers have low, 37.5% of them have moderate and 43.8% of them have high level of academic stress.
2. 52.1% of the Government school female teachers have low, 41.7% of them have moderate and 6.2% of them have high level of academic stress. It is also inferred that 16.9% of the private school female teachers have low, 50.8% of them have moderate and 32.2% of them have high level of academic stress.
3. There is significant difference between government and private school male teachers in their academic stress.
4. There is significant difference between government and private school female teachers in their academic stress

Conclusion

From the above findings, all the 't' test results reveal that the private school teachers have higher academic stress than the Government school teachers with respect to gender. In both cases male and female, Private school teachers have high level of academic stress than government school teachers. So, it is evident that the private school teachers experience more stress. This may be due to the fact that, the private school teachers had to work a lot and they are responsible for the academic achievement of the students. They are assigned with special classes, tuitions, morning and evening studies, paper valuation, result preparation, question setting and more. But their salary is not up to their level of working. They have to handle at least five classes per day and the preparation to those classes makes them more stressful persons. Other academic activities and co-curricular activities also assigned to them. But in Government schools no such type of heavy workloads are assign to the teachers. They are free to work in the school atmosphere. In our country getting a government job is the ultimate aim of all the educated citizens. This shows the status of government jobs. So the private school teachers are surrounded with more stressors and they are obvious to have higher academic stress. So the study recommended to that the need of private school teachers is sufficient salary, enough workload, roper counseling, in-service programmes, recreational activities, and limited periods of class, avoid over workload and proper planning of academic activities.

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**A STUDY INTO ATTITUDE TOWARDS MATHEMATICS AMONG
HIGHER SECONDARY SCHOOL STUDENTS IN MADURAI DISTRICT**

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Abstract

The major finding of the research revealed that the XI standard students' attitudes towards mathematics are positively correlated to achievements in mathematics in Madurai. The study has got an educational implication that is attitudes play a vital role in achievements of students. The students have shown that their attitudes towards mathematics are higher than their achievements. Further it is evident that the students of literate parents and students with income up to Rs. 5000 have higher attitudes towards mathematics than achievements in mathematics. The students' attitudes should be sustained by the factors such as school, curriculum transaction methods and so on. The girls of XI standard have high attitudes towards mathematics. The boys should develop attitudes towards mathematics. The students of Govt. Aided schools are having high attitudes towards mathematics than the students of other types. They should also be given orientation to develop positive attitudes towards mathematics.

Introduction

The present study is a survey study in nature to find out the correlation between attitude towards mathematics and achievements in mathematics among XI standard students in Madurai. The study is to find out the attitude towards mathematics among XI standard students in terms of various sub groups of the sample identified for the study. For this purpose Mathematical Interest Inventory available in the market was used. In order to find out the achievements in mathematics among XI standard students in terms of various sub groups of the sample, the investigator constructed and standardized an achievement test based on mathematical units from XI std. text book prescribed by Tamilnadu Government. The test was conducted and data were collected from the sample. The obtained data were analysed in terms of correlation and differences between attitude towards mathematics and achievements in mathematics in terms of various sub groups. The findings and conclusions drawn from the data are recorded in this study report.

Need for the Study

Through the use of abstraction and logical reasoning, mathematics evolved from Counting, Calculation, measurement, and the systematic study of the shapes and motions of physical objects. Knowledge and use of basic mathematics have always been an inherent and integral part of individual and group life.

Today, mathematics is used throughout the world in many fields, including natural science, engineering, medicine, and the social sciences such as economics. Applied mathematics, the application of mathematics to such fields, inspires and makes use of new mathematical discoveries and sometimes leads to the development of entirely new disciplines. Mathematicians also engage in pure mathematics for its own sake. Mathematics is the body of knowledge centered on such concepts as Quantity, Structure, Space, and Change. It helps the students quicken the process of mental faculties like logical derivations, abstract reasoning etc. It is an essential subject for all human beings. Mathematics at high school level is important one as these forms as the base for the future applications in science, engineering and other related fields. Attitudes towards Mathematical are the predominant factor that contributes for the success of students at high school level. Students' attitudes towards mathematics and their achievements in mathematics should be positively correlated. Sometimes many factors like poor organization of subject matter, ineffective teaching methods, classroom environment, and inadequate school infrastructure and so on may hamper the achievements of students in mathematics. So, the present study is an attempt to find out the relationship between attitude towards mathematics and achievements in mathematics among XI standard students in Madurai.

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Objectives of the Study

1. To find out the correlation between attitudes towards mathematics and achievements in mathematics among XI Standard students in general.
2. To find out the correlation between attitudes towards mathematics and achievements in mathematics among XI Standard students in terms of the subgroups of the sample selected for the study.
3. To find out the attitudes towards mathematics among XI Standard students in terms of sex.
4. To find out the attitudes towards mathematics among XI Standard students in terms of economic status of parents.
5. To find out the attitudes towards mathematics among XI Standard students in terms of educational status of parents.

Hypotheses Formulated for the Study

1. The coefficient of correlation between attitudes towards mathematics and achievement in mathematics is zero and it is not statistically significant among XI Standard students in Madurai in general.
2. The coefficient of correlation between attitudes towards mathematics and achievement in mathematics is zero and it is not statistically significant among XI Standard boys.
3. The coefficient of correlation between attitudes towards mathematics and achievement in mathematics is zero and it is not statistically significant among XI Standard girls.
4. The coefficient of correlation between attitudes towards mathematics and achievement in mathematics is zero and it is not statistically significant among XI Standard students of illiterate parents.
5. There is no significant difference among the mean scores of attitudes towards mathematics of XI standard students in terms of gender.
6. There is no significant difference among the mean scores of attitudes towards mathematics of XI standard students in terms of educational status of parents.

Procedure -In -Brief

The present investigation has been basically designed as a normative study with survey as the technique of research employed to find out attitudes towards mathematics of XI std. students. A criterion test was developed and standardized in XI std. mathematics syllabus to find out the achievements of students in mathematics. Stratified Random Sampling method was used to identify high school students in Madurai. Strata were Govt.-Aided, Aided and Municipal higher secondary schools. The sub groups were sex, educational status and economic status of parents. Data were collected from the sample. The collected data were analyzed in terms of differences among XI Standard students within the sub groups of the sample selected for the study. The correlation between attitudes towards mathematics and achievements in mathematics were found out using Pearson's product moment coefficient of Correlation and significance of the difference between the means of two correlated groups were found out using correlated t-test. Discussions of results were presented in the fourth chapter. Meaningful conclusions were drawn in terms of the objectives of the study and suitable suggestions worked out.

Hypothesis 1

The coefficient of correlation between attitudes towards mathematics and achievements in mathematics is zero and it is not statistically significant among XI Standard students in Madurai in general.

To find out the correlation between in Attitudes towards mathematics and achievements in mathematics product moment correlation was applied. To find out the differences between attitudes towards mathematics and achievements in mathematics paired t test was applied.

Table 1
Co-Efficient of Correlation and Significance of Difference Between Attitudes Towards Mathematics And Achievements In Mathematics Among Xi Students In General

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
Attitudes towards Mathematics		61.473	18.126	0.9475	1.980	224	NS
Achievements In Mathematics	225	60.706	17.514				

L.S. -Level of significance

Hypothesis 2

The coefficient of correlation between attitudes towards mathematics and achievement in mathematics is zero and it is not statistically significant among XI Standard boys.

Table 2 presents the results of the coefficient of correlation and paired t-tests between attitudes towards mathematics and achievements in mathematics of XI standard boys.

Table 2
Co-Efficient of Correlation and Significance of Difference Between Attitudes Towards Mathematics and Achievements in Mathematics Among Xi Standard Boys

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
Attitudes towards Mathematics	120	64.49	16.99	0.939424	1.951	119	N.S.
Achievement In Mathematics	120	63.44	16.87				

Hypothesis 3

The coefficient of correlation between attitudes towards mathematics and achievement in mathematics is zero and it is not statistically significant among XI Standard girls.

Table 3 presents the results of the coefficient of correlation and paired t-tests between attitudes towards mathematics and achievements in mathematics of XI standard girls.

Table 3
Co-Efficient of Correlation and Significance of Difference between Attitudes Towards Mathematics and Achievements in Mathematics Among Xi Standard Girls

	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
Attitudes towards Mathematics	105	57.895	18.806	0.9529	0.565	104	N.S
Achievement In Mathematics	105	57.580	17.791				

Hypothesis 4

The coefficient of correlation between attitudes towards mathematics and achievement in mathematics is zero and it is not statistically significant among XI Standard students of illiterate parents.

Table 4 presents the results of the coefficient of correlation and paired t-tests between attitudes towards mathematics and achievements in mathematics of XI standard students of illiterate parents.

Table 4
Co-efficient of Correlation and Significance of Difference between Attitudes Towards Mathematics and Achievements in Mathematics among XI Standard Students of Illiterate Parents

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
Attitudes towards Mathematics	39	60.25641	17.16287	0.937064	1.112	38	N.S
Achievement In Mathematics	39	59.15385	17.63003				

Educational Implications

It has been found out that the XI standard students' attitudes towards mathematics are positively correlated to achievements in mathematics in Madurai. The study has got an educational implication that is attitudes play a vital role in achievements of students.

The students have shown that their attitudes towards mathematics are higher than their achievements. Further it is evident that the students of literate parents and students with income up to

Rs. 5000 have higher attitudes towards mathematics than achievements in mathematics. The students' attitudes should be sustained by the factors such as school, curriculum transaction methods and so on.

The girls of XI standard have high attitudes towards mathematics. The boys should develop attitudes towards mathematics. The students of Govt. Aided schools are having high attitudes towards mathematics than the students of other types. They should also be given orientation to develop positive attitudes towards mathematics.

The boys and Students of Govt. Aided schools have achievements in mathematics. The others should also be asked to achieve more in mathematics.

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A STUDY ON THE EMOTIONAL INTELLIGENCE OF XI STANDARD STUDENTS

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Abstract

The present paper was an attempt to explore emotional intelligence of XI standard students. Normative survey method was adopted in this study. Sample for the present study consists of 300 XI standard students from 10 schools in Srivilliputtur taluk by random sampling method. The investigator has used standardized tool developed by Dr. Annaraja (2008). The tool contains thirty nine statements with a five point scale. There is a significant difference in emotional intelligence of XI standard students with respect to gender, location of school and nature of the school.

Introduction

Education is the most important invention of mankind. Man without education would still be living just like an animal. It is education, which transformed man from a mere „two legged animal“ into human being. The word Education is like a diamond which appears to be of a different colour when seen from different angles. It is as basic to civilization for social survival. Education of an individual does not begin at school or college; it begins much before the birth that is when it is in the mother’s belly in the form of an embryo. It ends not when he graduates from the university but at his death. Hence education is a lifelong process.

Based on over 20 years of research by Reuven Bar-on (2006) and tested on over 100000 individuals world-wide is the first measure of emotional intelligence to be reviewed in the Burose mental measurement year book. Bar on EQ-consists of 133 items and includes four validity indices and a sophisticated correction factor rendering scores for the following components. i) Intrapersonal (self-regard, emotional self awareness, assertiveness, independence and self-actualization) ii) Interpersonal (Empathy, Social responsibility and Interpersonal relationship) iii) Stress Management (stress tolerance and impulse control) iv) Adaptability (Reality testing, Flexibility and problem solving).

Significance of the Study

Great spiritual teachers like Buddha and Jesus have touched their disciples’ hearts by speaking in the language of emotion, teaching in parables, fables and stories. Indeed religious symbols and rituals make little sense from the rational point of view; It touched in the vernacular of the heart. The logic of the heart of the emotional mind is well described by Freud in his concept of “primary process” though it is the logic of religion and poetry psychosis and children, dream and myth. Social skills emerged as the most important component of emotional intelligence predicting the use of strategies of valuing peer acceptance and involvement in social activities.

Children with high EQ are more confident, better learners, have higher self-esteem; have fewer behavioural problems, more optimistic and happier. “Across various job levels, emotional intelligence matters twice as much as technical and analytic skill combined”, Intelligence is becoming an increasingly popular concept in the general culture and in the scientific literature. Social cognitive neuroscience is a new and emerging interdisciplinary field that attempts to understand the brain areas that are involved in social behaviours and the neural mechanism that give rise to social behaviours”. The emotional intelligence predicts 80% of a person’s success in life. In fact, this fact had been involved in each and every human development process in the world. Without emotional intelligence we cannot expect any type of human and social development.

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Operational Definitions

Emotional Intelligence

In this study Emotional intelligence means that the ability to achieve and apply knowledge from one's emotions and the emotions of others in order to be successful.

XI Standard Students

Students those who are studying XI standard in the higher secondary schools of Srivilliputtur Taluk.

Objectives of the Study

- To find out the level of emotional intelligence of XI standard students with respect to gender and type of school.
- To find out whether there is any significant difference in emotional intelligence of XI standard students with respect to gender and type of school.

Hypotheses of the Study

- The level of emotional intelligence of XI standard students with respect to gender and type of school is average.
- There is no significant difference in emotional intelligence of XI standard students with respect to gender and type of school.

Method of Study

Normative Survey method adopted for the present study.

Sample for the Study

It is a standardized tool developed by Dr. Annaraja (2008). The tool contains 45 positive statements whose response can be used to measure the individual's emotional intelligence. These students were selected using random sampling technique. Totally ten schools were selected randomly for the study. Out of which 300 students were taken as the sample.

Descriptive Analysis

Objective 1

To find out the level of emotional intelligence of XI standard students with respect to gender.

Table 1
Level of Emotional Intelligence of XI Standard Students with Respect to Gender

Variable	Gender	Low		Average		High	
		Count	%	Count	%	Count	%
Emotional Intelligence	Male	31	21.7	92	64.3	20	14.0
	Female	35	22.3	84	53.5	38	24.2

It is observed from the above table that, with regard to male XI standard students 21.7% of them have low level of emotional intelligence. 64.3% of them have average level and 14.0% of them have high level. With regard to female XI standard students 22.3% of them have low level. 53.5% of them have average level and 24.2% of them have high level of emotional intelligence.

Objective 2

To find out the level of emotional intelligence of XI standard students with respect to type of school.

Table 2
Level of Emotional Intelligence of XI Standard Students with Respect to Type of School

Variable	Type of School	Low		Average		High	
		Count	%	Count	%	Count	%
Emotional Intelligence	Government	14	20.6	41	60.3	13	19.1
	Government aided	12	23.5	32	62.7	7	13.7
	Private	40	22.1	103	56.9	38	21.0

It is observed from the above table that, with regard to government school XI standard students 20.6% of them have low level. 60.3% of them have average level and 19.1% of them have high level of emotional intelligence. With regard to government aided school XI standard students 23.5% of them have low level. 62.7% of them have average level and 13.7% of them have high level of emotional intelligence. With regard to private school XI standard students 22.1% of them have low level. 56.9% of them have average level and 21% of them have high level of emotional intelligence.

Differential Analysis

Hypothesis 1

There is no significant difference between male and female of XI standard students in their emotional intelligence.

Table 3
Significant Difference Between Male and Female of XI Standard Students in their Emotional Intelligence

Variables	Gender	Number	Mean	S.D	Calculated "t" value	Remarks at 5%level
Emotional Intelligence	Male	143	1.4523	22.89	2.49	S
	Female	157	1.4659	24.81		

(At 5% level the significant the table value of "t" is 1.97)

It is inferred from the table 1.3 that the calculated "t" value is greater than the table value. So there is a significant difference between male and female XI standard students in their emotional intelligence. Hence the null hypothesis is rejected.

Table 4
Sum of Squares and Mean Squares of Emotional Intelligence of XI Standard Students with Respect to Type Of School

Variables	Source of variation	df	Sum of squares	Mean square	Calculated "F" value	Remarks at 5%level
Emotional Intelligence	Between groups	2	1611.742	805.871	1.417	NS
	Within groups	297	168924.3	568.769		

(At 5% level the significant the table value of "F" is 3.03)

It is inferred from the table 1.4 that the calculated "F" value is less than the table value. So there is no significant difference among government, government aided and private schools of XI standard students in their emotional intelligence. Hence the null hypothesis is accepted.

Findings of the Study

- The level of emotional intelligence of XI standard students with respect to gender and type of school is average.
- There is a significant difference in emotional intelligence of XI standard students with respect to gender.
- There is no significant difference in emotional intelligence of XI standard students with respect to gender.

Conclusion

From the above findings the researcher concluded that in the competitive world emotional intelligence is needed among the students. It will helpful to lead peaceful life.

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**HOME ENVIRONMENT AND ACHIEVEMENT IN BIOLOGICAL SCIENCE AMONG THE HIGHER
SECONDARY SCHOOL STUDENTS IN MADURAI DISTRICT**

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Abstract

In this competitive world, home is a first representation of the society. Home environment plays a vital role in the academic improvement of a student, when the home is peaceful and happy. If the home environment is not healthy that will affect the student's achievement. Our children are facing numerous competitive examinations in this universe. Our children must face the challenges with smiling face with our full support in every angle for their achievements in studies, carrier and personality development too. This study focuses the importance of home environment and achievement in biological science among the higher secondary students in Madurai district. This study finds out the level of correlations among their achievement in biological science in terms of gender, educational status of the parents.

Introduction

Home environment plays a vital role in the academic improvement of a student, when the home is peaceful and happy. There is no distraction in the mind of the students, who wants to work hard for their studies. The investigator, who did her achievement in biological science, generates healthy interest to know the relation between academic achievement in Biological Science and home environment. By conducting the present study the researcher revealed that there is a close association between achievement in Biological Science and home environment and both are influenced by two variables such as Gender and Educational status of the parents.

Need for the Study

The higher secondary stage is a most crucial stage for students. Because it is the stage which decides his life further education as well as career choice. So, all of them put pressure on children at this stage. The parents too face pressure from the teacher's side of the school as well as from relatives. The whole year the students undergo different types of pressures. If the home environment is pleasant then they will lead a peaceful environment in school too. Now a day, this environment has certain effects as their physical as well as psychological well being. Many students face headache, vomiting sensation, stress and easily affected by diseases. Their emotional balance is also under attack. Hence, the present investigator thought of conducting the present study which has the objective of finding their home environment and achievement in biological science.

Objectives of the Study

1. To find out the correlation between home environment and achievements in biological science among higher secondary students in general.
2. To find out the home environment and achievements in biological science among higher secondary students terms of gender.
3. To find out the home environment and achievements in biological science among higher secondary students terms of educational status of parents.

Hypotheses of the Study

1. The coefficient of correlation between home environment and achievement in biological science is zero and it is not statistically significant among higher secondary students in Madurai in general.
2. The coefficient of correlation between home environment and achievement in biological science is zero and it is not statistically significant among higher secondary male students.

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3. The coefficient of correlation between home environment and achievement in biological science is zero and it is not statistically significant among higher secondary female students.
4. The coefficient of correlation between home environment and achievement in biological science is zero and it is not statistically significant among higher secondary students of illiterate parents.
5. The coefficient of correlation between home environment and achievement in biological science is zero and it is not statistically significant among higher secondary students of literate parents.

Findings of the Study

The coefficient of correlation between home environment and achievements in biological science is zero and it is not statistically significant among higher secondary students in Madurai district in general. To find out the correlation between home environment and achievements in biological science product moment correlation was applied. To find out the differences between home environment and achievements in biological science paired t test was applied.

Table 1.1 presents the results of the coefficient of correlation and paired t-tests between home environment and achievements in biological science higher students in general.

Table 1

Co-Efficient of Correlation and Significance of Difference Between Home Environment and Achievements in Biological Science Among Higher Secondary Students in General

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
Home Enviroment	225	61.473	18.126	0.9475	1.980	224	0.05
Achievements in Biological Science	225	60.706	17.514				

L.S. -Level of significance

It is evident from Table 1 that the correlation value is 0.94 between the variables of home environment and achievements in biological science among higher secondary students in general. There exists high to very high correlation between home environment and achievements in biological science among higher secondary students in general. Therefore the null hypothesis for correlation is rejected. So it can be inferred from the above table that the higher secondary students having home environment score high marks in mathematical achievement tests. The paired t test value is 1.980. It is less than the critical value of 2.576 for degrees of freedom 224 at 0.01 level. But it is higher than the critical value of 1.960 for degrees of freedom 224 at 0.05 level. The mean score of home environment (61.47) is higher than the mean score of achievements in biological science (60.70). Therefore the null hypothesis stated is rejected. It can be inferred from the above table that there is significant difference between home environment and achievements in biological science among higher secondary students in general. The higher secondary students are having higher home environment than achievements in biological science. The less mean score in achievements in biological science may be due to various factors like curricular structure, teaching method and other conditions.

Hypothesis 2

The coefficient of correlation between home environment and achievement in biological science is zero and it is not statistically significant among higher secondary students' boys.

Table 2 presents the results of the coefficient of correlation and paired t-tests between home environment and achievements in biological science of higher secondary students' boys.

Table 2

Co-Efficient of Correlation and Significance of Difference Between Home Environment and Achievements In Biological Science Among Higher Secondary Male Students

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
Attitudes towards biological science	120	64.49	16.99	0.939424	1.951	119	N.S.
Achievement in biological science	120	63.44	16.87				

It is evident from Table 2 that the correlation value is 0.93 between the variables of home environment and Achievements in biological science among higher secondary male students. There exists high to very high correlation between home environment and achievements in biological science among higher secondary male students. Therefore the null hypothesis for correlation is rejected. So it can be inferred from the above table that the higher secondary male students having home environment score high marks in biological science achievement tests. The paired t test value is 1.951. It is less than the critical values of 2.617 and 1.980 for degrees of freedom 119 both at 0.01 and 0.05 levels respectively. Therefore the null hypothesis stated is accepted that is there is no significant difference between attitude towards biological science and achievements in biological science among higher secondary male students. There is uniformity between home environment and achievements in biological science among higher secondary male students.

Hypothesis 3

The coefficient of correlation between home environment and achievement in biological science is zero and it is not statistically significant among higher secondary female students.

Table 3 presents the results of the coefficient of correlation and paired t-tests between home environment and achievements in biological science of higher secondary female students.

Table 3
Co-Efficient of Correlation and Significance of Difference Between Home Environment and Achievements in Biological Science Among Higher Secondary Female Students

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
Attitudes towards biological science	105	57.895	18.806	0.9529	0.565	104	N.S
Achievement in biological science	105	57.580	17.791				

It is evident from Table 4.3 that the correlation value is 0.95 between the variables of home environment and Achievements in biological science among higher secondary female students. There exists high to very high correlation between home environment and achievements in biological science among higher secondary female students. Therefore the null hypothesis for correlation is rejected. So it can be inferred from the above table that the higher secondary female students having home environment score high marks in mathematical achievement tests. The paired t test value is 0.565. It is less than the critical values of 2.617 and 1.980 for degrees of freedom 104 both at 0.01 and 0.05 levels respectively. Therefore the null hypothesis stated is accepted that is there is no significant difference between home environment and achievements in biological science among higher secondary female students. There is unanimity between home environment and achievements in biological science among higher secondary female students.

Hypothesis 4

The coefficient of correlation between home environment and achievement in biological science is zero and it is not statistically significant among higher secondary students of illiterate parents.

Table 4 presents the results of the coefficient of correlation and paired t-tests between home environment and achievements in biological science of higher secondary students of illiterate parents.

Table 4
Co-efficient of Correlation and Significance of Difference Between Home Environment and Achievements in Biological Science Among Higher Secondary Students of Illiterate Parents

Treatment	N	Mean	S.D	Coefficient of Correlation	Paired t-test	Df	L.S.
Attitudes towards biological science	39	60.25641	17.16287	0.937064	1.112	38	.S
Achievement in biological science	39	59.15385	17.63003				

It is evident from Table 4 that the correlation value is 0.93 between the variables of home environment and Achievements in biological science among higher secondary students of illiterate parents. There exists high to very high correlation between home environment and achievements in biological science among higher secondary students of illiterate parents. Therefore the null hypothesis for correlation is rejected. So it can be inferred from the above table that the higher secondary students of illiterate parents having home environment score high marks in mathematical achievement tests. The paired t test value is 1.112. It is less than the critical values of 2.704 and 2.021 for degrees of freedom 38 at 0.01 and 0.05 levels respectively. Therefore the null hypothesis stated is accepted i.e. there is no significant difference between home environment and achievements in biological science among higher secondary students of illiterate parents. Further it is evident from the above table that the higher secondary students of illiterate parents do not differ in their home environment and achievements in biological science. There is uniformity between home environment and achievements in biological science among higher secondary students of illiterate parents.

Hypothesis 5

The coefficient of correlation between home environment and achievement in biological science is zero and it is not statistically significant among higher secondary students of literate parents.

Table 5 presents the results of the coefficient of correlation and paired t-tests between home environment and achievements in biological science of higher secondary students of literate parents.

Table 5
Co-Efficient of Correlation and Significance of Difference Between Home Environment and Achievements in Biological Science Among Higher Secondary Students of Literate Parents

Treatment	N	Mean	S.D	Coefficient of Correlation	paired t-test	Df	L.S.
Attitudes towards biological science	114	60.73	18.139	0.941	2.256	113	0.05
Achievement in biological science	114	59.43	16.670				

It is evident from Table 4.5 that the correlation value is 0.94 between the variables of home environment and Achievements in biological science among higher secondary students of literate parents. There exists high to very high correlation between home environment and achievements in biological science among higher secondary students of literate parents. Therefore the null hypothesis for correlation is rejected. So it can be inferred from the above table that the higher secondary students of literate parents having home environment score high marks in mathematical achievement tests. The paired t test value is 2.256. It is less than the critical value of 2.617 for degrees of freedom 113 at 0.01 level. But it is higher than the critical value of 1.980 at 0.05 level. Therefore it is significant at 0.05 level. Therefore the null hypothesis stated is rejected i.e. there is no significant difference between home environment and achievements in biological science among higher secondary students of literate parents. Further it is evident from the above table the mean score of home environment (60.73) is higher than the mean score of achievements in biological science (59.43). So, it can be interpreted that the higher secondary students of literate parents have more home environment than achievements in biological science.

Hypotheses Verification

1. There exists high to very high correlation between home environment and achievements in biological science among higher secondary standard students students in Madurai district in general.
2. There is also significant difference between home environment and achievements in biological science among higher secondary students in Madurai district in general. The higher secondary students in Madurai district are having higher attitudes towards biological science than achievements in biological science.
3. There exists high to very high correlation between attitudes towards biological science and achievements in biological science among higher secondary male students. There is no significant difference between attitudes towards biological science and achievements in biological science among higher secondary male students. There is uniformity between attitudes towards biological science and achievements in biological science among higher secondary male students.

4. There exists high to very high correlation between attitudes towards biological science and achievements in biological science among higher secondary female students. There is no significant difference between attitudes towards biological science and achievements in biological science among higher secondary female students. There is unanimity between attitudes towards biological science and achievements in biological science among higher secondary female students.
5. There exists high to very high correlation between attitudes towards biological science and achievements in biological science among higher secondary students of illiterate parents. There is no significant difference between attitudes towards biological science and achievements in biological science among higher secondary students of illiterate parents. There is uniformity between attitudes towards biological science and achievements in biological science among higher secondary student's illiterate parents.
6. There exists high to very high correlation between attitudes towards biological science and achievements in biological science among higher secondary students of literate parents. There is significant difference between attitudes towards biological science and achievements in biological science among higher secondary students of literate parents. The higher secondary students of literate parents have more attitudes towards biological science than achievements in biological science.

Conclusions

The present findings are derived from the empirical data collected for the present study. Based on the attempts made by the investigator and the findings of the related studies, the investigator feels that far reaching conclusions could not be arrived at. As discussed earlier, the present study attempted to find out the correlation between home environment and achievement in biological science among higher secondary students in Madurai district. It also aimed to find out the differences in home environment and achievement in biological science among subgroups of the sample selected for the study. From the perusal of the present findings the following conclusions can be drawn from the correlative and differential studies. They are: 1. There exists high to very high correlation between home environment and achievement in biological science among higher secondary students of Madurai in general. 2. The XI standard students of Madurai have shown higher correlation between the home environment and achievements in biological science. 3. The higher secondary students of literate parents have more positive correlation between the home environment and achievement in biological science of their children.

Educational Implications

It has been found out that the positive correlation between the higher secondary students home environment and their achievement in biological science in Madurai. The study has got an educational implication that is home environment plays a vital role in achievements of students.

The students have shown that their home environment towards achievement in biological science is higher. Further it is evident that the students of literate parents give health home environment that leads higher achievement in biological science.

The female students of higher secondary students have high correlation towards how environment and achievement in biological science. The male students have high level correlation between the home environment and achievement in biological science. Teacher should give the healthy environment to their students which will develop their achievement in biological science. The parents also took responsibilities to provide the home environment.

**SELF ACCEPTANCE OF COLLEGE STUDENTS WITH
CERTAIN BACKGROUND VARIABLES**

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²G.Sundaram

Abstract

In this study, the investigator has attempted to study the self acceptance of college students with respect to course of study, type of family and locality of college. Survey method was adopted to collect the data. The population of the present investigation is all the arts and science college students studying in Virudhunagar District. 600 students were randomly selected by the investigator as the sample for the study. From the findings it was found that the level of self acceptance college students with respect to course of study, type of family and locality of college is found to be moderate. The research revealed that there was a significant difference between rural and urban college students in their self acceptance. It is also found that there was a significant difference between self acceptance of college students with respect to course of study and type of family.

Introduction

Education is the most important invention of mankind. Education means the conscious and deliberate process, well-planned to modify the behaviour of the learner in desirable and socially approved channels and to bring out their specific knowledge and skills. Self-acceptance is defined as “an individual’s acceptance of all of his/her attributes, positive or negative.” It includes body acceptance, self-protection from negative criticism, and believing in one’s capacities. Many people have low self-acceptance. There can be many reasons for this, but one widely accepted theory is that because we develop our self-esteem, in part, from others appreciating us, people with low self-acceptance may have had parents who lacked empathy during their childhood. Consequently, in their adult lives, they may need much stronger affirmation from others than most people do. In other words, ordinary levels of approval do not “move the needle” on their self-esteem.

Significance of the Study

Self-acceptance is a mindful decision that individuals make when they take responsibility for their lives and realize that they are in control of the decisions that create their personal world. When they view the world and themselves mindfully, they are able to accept themselves unconditionally. Self-Acceptance is being loving and happy with who you are now. some call it self esteem, others self but whatever you call it, you will know, when you are accepting yourself feels great. It is an agreement with yourself to appreciate validate, accept and support who you are at this very moment. Self-Acceptance is the degree to which an individual having considered his personal characteristics is able and willing to live with them. The self - accepting person has a realistic appraisal of his resources contained with appreciation of his own worth; Assurance about standards and convictions of his own without being a slave to the opinions of others and realistic assessment of limitations without irrational self re-approach.

Objective of the Study

To find out the level of self-acceptance of college students with respect to their course of study, type of family and locality of college.

Hypotheses

The level of self-acceptance of college students with respect to their course of study, type of family and locality of college is moderate.

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Hypothesis 1

The level of self-acceptance of college students with respect to their course of study is moderate.

Table 1

Level of Self Acceptance of College Students with Respect to Course of Study

Variable	Course of Study	Low		Moderate		High	
		Count	%	Count	%	Count	%
Self-Acceptance	Arts	56	20.3	152	55.1	68	24.6
	Science	62	19.1	197	60.8	65	20.1

It is observed from the above table that among the arts group students, 20.3% of them have low level of self-acceptance. 55.1% of them have moderate level and 24.6% of them have high level of Self-acceptance. Among the Science group students, 19.1% of them have low level of self-acceptance. 60.8% of them have moderate level and 20.1% of them have high level of Self- acceptance.

Hence large percentage arts and science students have moderate level of self-acceptance. Therefore the hypothesis is accepted.

Hypothesis 2

The level of self-acceptance of college students with respect to their type of family is moderate.

Table 2

Level of Self Acceptance of College Students with Respect to Type of Family

Variable	Type of family	Low		Moderate		High	
		Count	%	Count	%	Count	%
Self- Acceptance	Nuclear family	89	19.9	254	56.7	105	23.4
	Joint family	29	19.1	95	62.5	28	18.4

It is observed from the above table that among the nuclear family college students, 19.9% of them have low level of self-acceptance. 56.7% of them have moderate level and 23.4% of them have high level of Self- acceptance. Among the joint family college students, 19.1% of them have low level of self-acceptance. 62.5% of them have moderate level and 18.4% of them have high level of Self- acceptance.

Hence large percentage nuclear and joint family students have moderate level of self-acceptance. Therefore the hypothesis is accepted.

Hypothesis 3

The level of self-acceptance of college students with respect to the locality of college is moderate.

Table 3

level of self Acceptance of College Students with Respect to Locality of College

Variable	Locality of College	Low		Moderate		High	
		Count	%	Count	%	Count	%
Self- acceptance	Rural	36	17.7	129	63.5	38	18.7
	Urban	82	20.7	220	55.4	95	23.9

It is observed from the above table that among the rural college students, 17.7% of them have low level of self-acceptance. 63.5% of them have moderate level and 18.7% of them have high level of Self-acceptance. Among the urban college students, 20.7% of them have low level of self-acceptance. 55.4% of them have moderate level and 23.9% of them have high level of Self- acceptance.

Hence large percentage rural and urban college students have moderate level of self-acceptance. Therefore the hypothesis is accepted.

Findings of the Study

The level of self-acceptance of college students with respect to their course of study, type of family and locality of college is moderate.

Conclusion

Education is always in a state of flux. Ideas, instructional methods and strategies for educators are constantly changing. Man is a social being thus self-acceptance helps him to under be an available in self-acceptance it may tend to lead the successful life. Development of self-acceptance is necessary both for

individual and society. But education of self acceptance has so far been neglected. If the proper attention is not to paid to development of self-acceptance of students, their life will affect and the society as well. So in modern times to train about the self acceptance should be main objective of education.

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**COMPUTER ASSISTED INSTRUCTION IN TEACHING OF MATHEMATICS
AMONG HIGH SCHOOL STUDENT IN MADURAI DISTRICT**

¹Remsiya

²L.Dhivya

Abstract

The investigator prepared the CAI package for the IX standard students in state board syllabus and hence 50 students of Arul Malar Matriculation higher secondary school, Madurai. Students were chosen as a sample for the study, since the investigator has selected the samples from the model school she can conveniently approach the pupils for the computer activities. The Stratified representative sampling technique is used in this study. It is revealed that there will be significant difference between the Pre -test and Post test mean scores of experimental group

Introduction

"Education has always been important but perhaps, never more so, in man's history than today. In a science based world education and research are crucial to the development process of a country, its welfare, progress and security. "This statement is more relevant even after forty-six years in today's world of knowledge explosion but rather increased. The 21st century world can be called a scientific world, advancing rapidly in information technology, medicine, engineering, space communication, astronomy, astrophysics, artificial intelligence, robotics, and many other disciplines. Our country requires technically skilled manpower. For all disciplines mathematics is the base. The syllabus of mathematics at secondary level that is currently in use has been prepared by NCERT and is known as new pattern syllabus.

Need for the Study

The conventional methods of teaching are effective considering other factors but it owns limitations. The benefit of CAI for learners, including flexible scheduled in instruction at locations, convenient to school and home reduce student time, accelerated, progress in the skill development increases achieve and retention, contributes feed back to the learners about the progress and enables accomplishment of specified performance. Computer are found to be highly versatile tools and tremendously useful in a variety of applications in mathematics and education.

Objectives of the Study

The objectives of the study are as follows

1. To prepare a CAI package in Mathematics on the topic Trigonometry for the IX standard pupils.
2. To find out the effectiveness of the CAI package in terms of achievement of the individual learner after the administration of the package.
3. To develop and validate the criterion referenced tests in Mathematics to measure the achievement of IX class students.
4. To compare the effectiveness of CAI and Lecture method on the academic achievement of IX class students in Mathematics.

Hypotheses of the Study

The following research hypotheses have been formulated for verification in this study.

1. There will be no significant difference between the mean scores of experimental group and control group in the Pre-test.
2. There will be significant difference between the Post-test mean scores of control group and experimental group.

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3. There will be no significant difference between the mean scores of the Pre -test and Post test of the control group.
4. There will be significant difference between the Pre -test and Post test mean scores of experimental group.

Terms and Definitions

Teaching

Teaching is an "intriguing, important and complex process" (Gange 1963) and it remains so even today. Deeply embedded inequities in socio-political system often provoke teachers to teach against the social grain and, as a result, teaching is considered as a subversive activity.

CAI

It refers to the computer assisted instructional package developed for individual's self learning. In this study, this package provides 3 different Levels for each concept.

High school

It refers to children studying in ninth standard under Tamil Nadu board in English medium. In India, high school is a grade of education which includes standards IX and X. Standards XI and XII are called Senior Secondary School or Junior college. some states refer to standards IX and X High school, While XI and XII are termed as Intermediate. other states refer to VI, VII, IX and X (grades 6, 7, 8, 9 and 10) as secondary school and XI and XII (grades 11 and 12) as senior secondary school. Usually, students from ages 14 to 18 study in this section. These schools may be affiliated to national boards like central Board of secondary Education (CBSE) or Indian certificate of secondary Education (ICSE) or various state boards.

Methodology in Brief

The investigator prepared the CAI package for the IX standard students in state board syllabus and hence 50 students of Arul Malar Matriculation higher secondary school, Madurai. Students were chosen as a sample for the study, since the investigator has selected the samples from the model school she can conveniently approach the pupils for the computer activities. The Stratified representative sampling technique is used in this study.

Findings of the Study

Hypotheses 1

There will be no significant difference between the mean scores of experimental group and control group in the Pre-test.

Table 1
Control Vs Experimental (Pre -Test)

Group	Number	Mean	SD	't' Value	Level of Significance
Control	25	13.56	4.64	1.59	N.S
Experimental	25	15.96	5.57		

From the above table it is inferred that the calculated value is 1.59. Which is less than the table value 1.96. Based on the analysis of the data concerned it is evident that the null hypothesis is rejected and research hypothesis is accepted.

Hypotheses 2

There will be no significant difference between the mean scores of the Pre -test and Post test of the control group

Table 2
Control Vs Experimental (Post -Test)

Group	Number	Mean	SD	't' Value	Level of Significance
Control	25	13.92	4.69	3.50	S
Experimental	25	19.56	6.64		

From the above table it is inferred that the calculated value is 3.50. Which is greater than the table value 1.96

Based on the analysis of the data concerned it is evident that the null hypothesis is rejected and research hypothesis is accepted.

Hypotheses 3

There will be no significant difference between the mean scores of the Pre -test and Post test of the control group

Table 3
Pre - Test Vs Post - Test (Control)

Group	Number	Mean	SD	't' Value	Level of Significance
Pre-test	25	13.56	4.64	1.12	N.S
Post-test	25	13.92	4.69		

From the above table it is inferred that the calculated value is 1.12. Which is less than the table value 1.96

Based on the analysis of the data concerned it is evident that the null hypothesis is rejected and research hypothesis is accepted.

Hypotheses 4

There will be significant difference between the Pre -test and Post test mean scores of experimental group.

Table 4
Pre - Test Vs Post - Test (Experimental)

Group	Number	Mean	SD	't' Value	Level of Significance
Pre- test	25	15.96	5.57	6.02	S
Post-test	25	19.56	6.64		

From the above table(4.4.2.4), it is inferred that the calculated value is 6.02. Which is greater than the table value 1.96

Based on the analysis of the data concerned it is evident that the null hypothesis is rejected and research hypothesis is accepted.

Hypotheses Verification

1. There will be no significant difference between the mean scores of experimental group and control group in the Pre-test.(ACCEPTED)
2. There will be significant difference between the Post-test mean scores of control group and experimental group.(ACCEPTED)
3. There will be no significant difference between the mean scores of the Pre -test and Post test of the control group(ACCEPTED).
4. There will be significant difference between the Pre -test and Post test mean scores of experimental group.(ACCEPTED)

Educational Implications

This study helps to know IX standard students interest in learning through computers.

- It also helps the investigator to learn more about computers. This study tends the investigator to create CAI in algebra, geometry and also other mathematical concepts.
- It creates some computer awareness among the teachers.
- Attention should be given in the formulation of frames by giving illustrations from rural events.
- A mass provision of cost free computer literacy programmes may be designed and executed extensively.
- Establishment of monitoring mechanism to ensure the provision of right computer education in private sector centers.
- conduct of re-fresher courses on recent and modern trends in computer education for all subjects teachers.

- The institution can offer short term computer courses to the learners in order to enhance their interest in learning CAI package.
- Computer facility in the schools should be expanded and adequate number of computer should be expanded and adequate number of computer should provide to the subject classroom in order to use CAI package.
- All the teacher should be encourage prepare and use CAI packages for their subjects.

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LANGUAGE ANXIETY AMONG B.ED., COLLEGE STUDENTS TEACHERS IN MADURAI

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Abstract

The objective of the study was the level of language anxiety among B.Ed., college student's teachers in Madurai. The Investigator uses stratified random sampling technique for collect 314 samples from B.Ed., Colleges in Madurai District. The Investigator plans to undertake survey method as a technique for this study. The Investigator will prepare the questionnaire which has 36 items with 5 point scale. The result revealed that i)there is no significant difference in language anxiety among B.Ed college student - teachers' in terms of internet browsing. ii)there is no significant difference in language anxiety among B.Ed college student - teachers' in terms of study habit. iii)there is no significant difference in language anxiety among B.Ed college student - teachers' in terms of habit of reading newspaper. Iv) there is no significant difference in language anxiety among B.Ed college student - teachers' in terms of Friends in opposite gender

Introduction

The present study is a survey in nature to find out "Language Anxiety among B.Ed college student – teachers in Madurai". The investigator in order to find out the language anxiety among B.Ed student – teachers students has developed and validated a tool for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusion drawn from the data have been recorded in this study.

Need for Study

We live in an educational world where morality is seen as a necessary, positive personal characteristic (Daly, 1991: 7). Worldwide expansion of English Language has increased this demand to acquire good communication skills in English. However, learners of English language often express a feeling of stress, nervousness or anxiety while learning to speak English Language and claim to have, as mentioned above, a 'mental block' against learning English.

As a teacher of English, the investigator has observed on numerous occasions the discomfort experienced by the students who are attempting to acquire and produce a foreign language. This nervousness or anxiety seems to become particularly aggravated when they are required to speak and write. The investigator's personal observations have been supported in this study.

The investigator's experience and ideas arising from her years of teaching as well as her concern in finding out more about language anxiety and its potential affective and intellectual influences on the students, together with the perspective, insights and suggestions thrown-up as a result of investigations into language anxiety conducted by many authors have shaped the study.

Objectives of the Study

1. To find out the significant difference in language anxiety among B.Ed college student - teachers' students in terms of internet browsing.
2. To find out the significant difference in language anxiety among B.Ed college student - teachers' students in terms of study habit.
3. To find out the significant difference in language anxiety among B.Ed college student - teachers' students in terms of habit of reading newspaper.
4. To find out the significant difference in language anxiety among B.Ed college student - teachers' students in terms of Friends in opposite gender.

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Hypotheses of the Study

1. There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of internet browsing.
2. There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of study habit.
3. There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of habit of reading newspaper.
4. There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of Friends in opposite gender.

Terms and Definitions

Language Anxiety - refers to the nervousness of students about foreign language English.

B.Ed College student - teacher's - refers to students doing UG and PG in B.Ed College student - teacher's of Madurai.

Methodology in Brief

The Investigator uses stratified random sampling technique for collect 314 samples from B.Ed., Colleges in Madurai District. The Investigator plans to undertake survey method as a technique for this study. The Investigator will prepare the questionnaire which has 36 items with 5 point scale. (Strongly agree, Agree, Undecided, Disagree, Strongly Disagree).

Findings of the Study

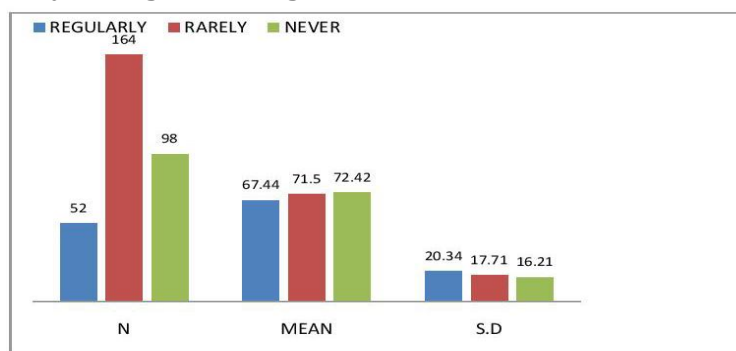
Hypothesis 1

There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of internet browsing.

Table 1
Mean, S.D., and 't' values for the Significant Difference in Language Anxiety Among B.Ed College Student - Teachers' in Terms of Internet Browsing.

Internet browsing	N	Mean	S.D	't' value	Critical value	Level of significance
Regularly	52	67.44	20.34	0.200	1. 960 for degrees of freedom of 214 at 0.05 level	No significance
Rarely	164	71.5	17.71			
Regularly	52	67.44	20.34	0.130	1. 960 for degrees of freedom of 148 at 0.05 level	No significance
Never	98	72.42	16.21			
Rarely	164	71.5	17.71	0.665	1. 960 for degrees of freedom of 260 at 0.05 level	No significance
Never	98	72.42	16.21			

Figure 1 Bar Diagramme Shows that the Mean, S.D., and 't' Values for the Significant Difference in Language Anxiety Among B.Ed College Student - teachers' in terms of Internet Browsing



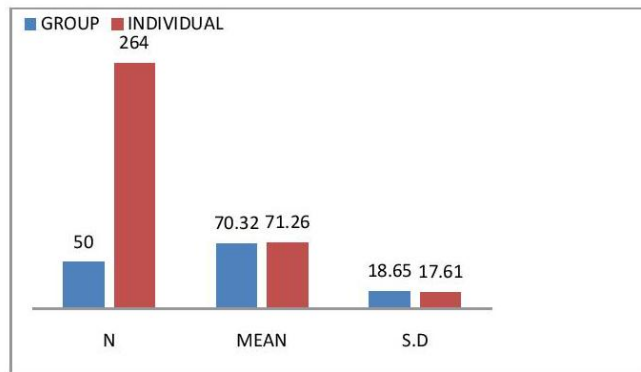
Hypothesis 2

There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of study habit.

Table 2
Mean, S.D., and 't' Values for the Significant Difference in Language Anxiety Among B.Ed College Student - Teachers' In Terms of Study Habit

Study habit	N	Mean	S.D	't' value	Critical value	Level of significance
Group	50	70.32	18.65	0.752	1. 960 for degrees of freedom of 312 at 0.05 level	No significance
Individual	264	71.26	17.61			

Figure 2 Bar Diagramme Shows the Mean, S.D., and 't' values for the Significant Difference in Language Anxiety Among B.Ed College Student - Teachers' in Terms of Study Habit



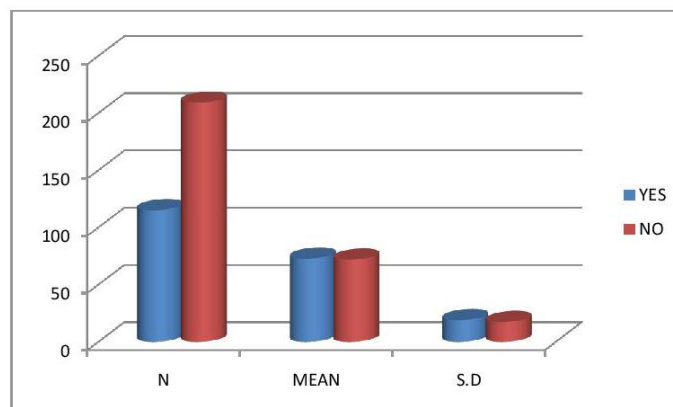
Hypothesis 3

There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of reading news paper.

Table 3
Mean, S.D., and 't' values For The Significant Difference in Language Anxiety Among B.Ed College Student - Teachers' in Terms of Reading News paper

Reading news paper	N	Mean	S.d	't' value	Critical value	Level of significance
Yes	115	72.67	18.895	0.756	1. 960 for degrees of freedom of 312 at 0.05 level	No significance
No	209	71.69	17.20			

Figure 3 Bar Diagramme Shows the Mean, s.d., and 't' values for the Significant Difference in Language Anxiety Among B.Ed College Student - Teachers' in Terms of Reading News Paper



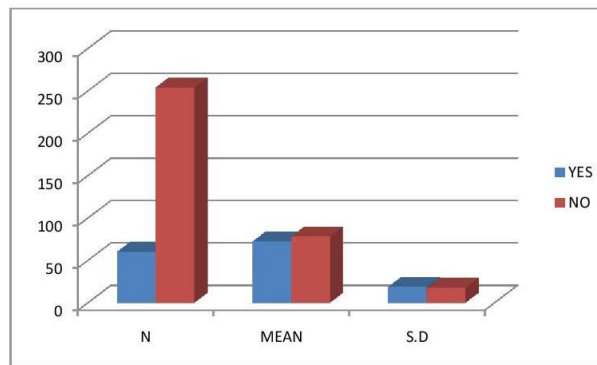
Hypothesis-4

There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of friends in opposite gender..

Table 4
Mean, S.D., and 't' Values for the Significant Difference in Language Anxiety
Among B.Ed College Student - Teachers' in Friends in Opposite Gender

Friends in opposite gender	N	Mean	S.d	't' value	Critical value	Level of significance
Yes	60	72.32	18.65	0.782	1. 960 for degrees of freedom of 312 at 0.05 level	No significance
No	254	78.26	17.61			

Figure 4 Bar Diagramme Shows the Mean, S.D., and 't' Values for the Significant Difference in Language Anxiety Among B.Ed College Student - Teachers' in Friends in Opposite Gender



Hypothesis Verification

1. There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of internet browsing.
2. There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of study habit.
3. There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of habit of reading newspaper.
4. There is no significant difference in language anxiety among B.Ed college student - teachers' in terms of Friends in opposite gender.

Educational Implications

The issue of language anxiety is being studied with increasing frequency in recent years because of the influence it can have on second language learning, performance and ultimate achievement. This study will be of considerable interest to language educators and students because of the potentially negative impact of foreign language anxiety, not only on the various domains of language performance, but also on students' attitudes and perceptions of language learning in general (Phillips, 1992, cited in Onwuegbuzie et al., 1999: 222). This study is also significant with respect to its implication for foreign or second language pedagogy, particularly in the context where learners come from a wide range of linguistic, cultural and ethnic backgrounds. The investigation of the anxiety-producing factors that arise while learning to communicate in the target language will hopefully broaden the insight into the issue of language anxiety and will help language teachers in making the classroom environment less stressful.

Measure FLA of incoming students, to setup foreign language support groups that can be used for to track feelings of apprehension, to develop communication goals and positive sense of their progress. Skills training, provide supplemental instruction outside the language class, in study skills and effective attitudes towards language learning also will help the foreign language teacher to make her class less stressful.

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**ADVANTAGES OF PROVIDING FREE LAPTOPS BY TAMIL NADU GOVERNMENT
FOR XII STANDARD GOVERNMENT SCHOOL STUDENTS IN MADURAI DISTRICT**

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Abstract

The main Objectives to find out whether there is any significant difference among the XII standard students in the way of utilizing the provided free laptops in terms of certain personal, familiar and socio-cultural variables. The result revealed that the major conclusions emerged out of the present study are i) Advantageous level of the provided free laptops is always high. ii) Advantageous level among the arts and science students is independent from all the variables: Gender, Family type, Course Specialization, College Locality.

Introduction

Computers have changed the way we work, be it any profession. Therefore, it is natural that the role of computers in education has been given a lot of importance in the recent years. An optimistic to the core, **Dr. A.P.J. Abdul Kalam** mention that India can become one of the developed countries in the world by the year 2020, if we adopt technology as our tool. In the year **2011**, when **Ms. J. Jayalalitha** was the Chief Minister of Tamil Nadu, she promised the free laptop scheme for XII standard students, by keeping their future studies in her mind. It is affectionately termed as "**AMMA Laptop**" scheme. The present study is concerned with the Advantages of providing free laptops by Tamil Nadu government for XII standard government school students in relation to certain variables like Gender, Family type, Course Specialization, College Locality.

Need for the Study

XII standard students use computer and web technologies to improve their role in their higher educational process. Schools and colleges are expected to provide the opportunities to the student not just to compete the course successfully, but empower them to be successful in the 21st century. By keeping all these in mind, Tamil Nadu government is providing free laptops for their XII standard government school students.

The investigator had noticed that few of the society people and few parents are having a threat in their mind that, the students may misuse the technology if the laptops have been provided to them freely. So the investigator wants to know the advantageous level of the computers provided to them. Also, the present investigator is interested in knowing, how much these XII standard students are utilizing the provided free laptops in their higher studies. Hence, the focus of the study is to understand the benefits obtained by the students through the free laptops provided by Tamil Nadu government.

TN Government Free Laptop Specification

Electronics Corporation of Tamil Nadu Ltd. (**ELCOT**), is responsible for procuring and distributing free laptops with different brands such as HP-256 G5, Hasee HEC41, Lenovo.

Basic configuration of the given laptops, as per the latest distribution in the year 2018, are as follows:

- 14 inch HD Screen (Display)
- Windows 10 genuine 64 bit (Operating System)
- AMD A8 Processor 2.9 ghz (Processor with its speed)
- 4 GB RAM (Physical Memory)
- 2.7 Kg (Weight)

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- Redon R5 graphics 2.20
- 500 GB Hard Disk
- 2 USB Ports (one 2.0 and one 3.0)
- LAN Port
- HDMI Port
- VGA Port
- SD HC Card Port
- HD Web Camera
- Realtek sound system
- 3.5 MM Jack
- 5 Hours Battery Backup
- 1 Year warranty

Objectives of the Study

1. To find out the level of advantages obtained by the XII standard government school students through the free laptops provided by Tamil Nadu government.
2. To find out, whether there is a significant difference among the XII standard students in the way of utilizing the provided free laptops in terms of certain personal, familiar and socio-cultural variables.

Hypothesis of the Study

1. There is no significant difference among XII standard students in the way of utilizing the provided free laptops in terms of gender.
2. There is no significant difference among XII standard students in the way of utilizing the provided free laptops in terms of type of family.
3. There is no significant difference among XII standard students in the way of utilizing the provided free laptops in terms of the course selected in their college.
4. There is no significant difference among XII standard students in the way of utilizing the provided free laptops in terms of locality.

Methodology - In Brief

Sample

A stratified representative sample of 300 students of eight Arts and Science colleges in Madurai district with due representation given to the variables, viz., Gender, Family type, Course Specialization, Medium of learning, Institution type, Institution locality, Mother's educational qualification, Father's educational qualification, Parents monthly Income, Percentage of marks obtained.

Tool - Opinionnaire sheet structured by the investigator.

Technique - Survey was the technique employed.

Method - Normative method

Design - Descriptive Design has been adapted.

Statistical Treatment - 't' test between the means of large independent samples was employed.

Analysis and Interpretations of Data

Hypothesis 1

There is no significant difference among XII standard students in the way of utilizing the provided free laptops in terms of gender.

Table 1

Statistical measures and Results of test of significance of difference between the Mean and Scores of Advantages of free laptops obtained by the students : Gender-wise

Variables	Sub Variables	N	Mean	SD	't' Value	Significance at 0.05 level
Gender	Male	101	60.8	4.26	0.70	Not Significant
	Female	199	60.42	4.86		

It is evident from the above table no. 4.1 that the obtained 't' value 0.70 is lesser than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between male and female students in obtaining the advantages through the free laptops provided by Tamil Nadu government. **Hence the hypothesis 1 is Accepted.**

Hypothesis 2

There is no significant difference among XII standard students in the way of utilizing the provided free laptops in terms of type of family.

Table 2
Statistical measures and Results of test of significance of difference between the Mean and Scores of Advantages of free laptops obtained by the students : Family type-wise

Variables	Sub Variables	N	Mean	SD	't' Value	Significance at 0.05 level
Family type	Nuclear	213	60.59	4.66	0.24	Not Significant
	Joint	87	60.45	4.69		

It is evident from the above table no. 4.2 that the obtained 't' value 0.24 is lesser than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between Nuclear and Joint family type students in obtaining the advantages through the free laptops provided by Tamil Nadu government. **Hence the hypothesis 2 is Accepted.**

Hypothesis 3

There is no significant difference among XII standard students in the way of utilizing the provided free laptops in terms of the course selected in their college.

Table 3
Statistical measures and Results of test of significance of difference between the Mean and Scores of Advantages of free laptops obtained by the students : Course-wise

Variables	Sub Variables	N	Mean	SD	't' Value	Significance at 0.05 level
Course specialization	Arts	190	60.45	4.60	0.50	Not Significant
	Science	110	60.73	4.78		

It is evident from the above table no. 4.3 that the obtained 't' value 0.50 is lesser than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between Arts and Science students in obtaining the advantages through the free laptops provided by Tamil Nadu government. **Hence the hypothesis 3 is Accepted.**

Hypothesis 4

There is no significant difference among XII standard students in the way of utilizing the provided free laptops in terms of institution locality.

Table 4
Statistical measures and Results of test of significance of difference between the Mean and Scores of Advantages of free laptops obtained by the students : Institution locality-wise

Variables	Sub Variables	N	Mean	SD	't' Value	Significance at 0.05 level
Institution Locality	Urban	269	60.64	4.70	1.01	Not Significant
	Rural	31	59.81	4.29		

It is evident from the above table no. 4.6 that the obtained 't' value 1.01 is lesser than the table value 1.96 at 0.05 level of significance. This shows that there is no significant difference between Urban and Rural college students in obtaining the advantages through the free laptops provided by Tamil Nadu government. **Hence the hypothesis 4 is Accepted.**

Conclusions

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

1. Advantageous level of the provided free laptops is always high.

2. Advantageous level among the arts and science students is independent from all the variables: Gender, Family type, Course Specialization, College Locality.

Educational Implications

It is inferred from the findings that the Arts and Science students utilise their free laptops for their studies and get high level of advantages regardless of their personal, institution or family conditions. Since all the hypotheses are accepted, it shows that, in this technological world there will be only the advantages when the government is planning to improve the students' education through ICT. Also the students are ready to finish their higher secondary education with the help of Tamil Nadu government approved policies like these.

Delimitations of the Study

The study involves ten population variables only. There may be many more variables associated with the Advantages of providing free laptops by Tamil Nadu government. This way, this is the delimitation of the study.

Scope of the Study

The findings of this study would throw light on the Advantages of providing free laptop scheme by Tamil Nadu government, in field of Education. It is also hoped that the findings would be helpful to Tamilnadu Government, Education board members, ELCOT, Madurai District collector, Counselors, School Head Masters, Teachers and the relevant Administrators, who regularly plans for the development of the student's future.

From the year 2019, in addition to the XII standard students TN Government plans the free laptop scheme for 11th standard, ITI and Polytechnic students as well. The present study would also enlighten the future researchers to carry out more studies in this scenario.

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A STUDY ON PERSONAL VALUES AMONG B.Ed., STUDENT-TEACHERS IN MADURAI DISTRICT

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Abstract

The present study was to find out A Study on personal values among B.Ed student – teachers in Madurai District. The investigator has used the standardized tool to find out the personal values for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. There is significant difference in personal values of B.Ed trainees I terms of community. The OC category trainees are having maximum personal values than other categories. The other categories which follow C Category in other are BC, MBC and SC/ST categories (OC, Mean : 105; BC, mean : 92.62; MBC, mean : 92.71; SC/ST, mean: 87.03).

Introduction

The present study is a survey in nature to find out “A Study on personal values among B.Ed student – teachers in Madurai District”. The investigator has used the standardized tool to find out the personal values for the study. The validated tool was administered to the sample selected for the study. Data were collected from the sample. The collected data were given appropriate statistical treatments. The findings and conclusion drawn from the data have been recorded in this study.

Need for the Study

Personal values is a complex blend of a constantly evolving and changing pattern of one’s unique behavior, emerged as a result of one’s interaction with one’s environment and directed towards some specific ends. Self-confidence, persistence, co-cooperativeness, emotional stability, emotional control, sense of responsibility, courtesy, sociability, leadership, initiative, attitude to life, attitude to self are the main traits of a good personal values. Personal values is the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to the environment.

A teacher trainee needs to posses several personal qualities. In the increased awareness level of education among society people put a lot of pressure to the school system. Because they have realized that the education is the lever for social and economic up liftmen of all the different factors which influence the quality of education and its contribution to national development, the quality, competence and character of teacher trainees are undoubtedly the most significant.

As a teacher trainee, one should be ready to face the various conflicts within the school and his role is to resolve as many of those as possible and should not expect a smooth sailing at the workplace, since there are different personnel in the organization principal, teachers, administrative and non-teaching staff, pupils etc., and there is interaction each day among themselves. This may lead to conflict of interest, ideas, beliefs, ego etc., between teacher and teacher, principal and teachers, teacher and students, student and student, teacher and parent, teacher and other staff etc., It depends on the individual teacher trainee as to how, with his insight an imagination, he tackles the situation and resolves the conflicts. Hence, the present investigator being a M.Ed student thought of the conduct of the present study.

Objectives of the Study

The study has formulated the following objectives:

1. To find out the personal values of B.Ed., trainees.
2. To find out the B.Ed trainees in terms of gender.
3. To find out the significant difference in personal values of B.Ed trainees in terms of type of college.
4. To find out the significant difference in personal values of B.Ed trainees in terms of locality.

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Hypothesis Formulated for the Study

The hypotheses have been stated in null form.

1. The B.Ed student – teacher’s do not have personal values.
2. There is no significant difference among B.Ed student – teacher’s personal values in terms of gender.
3. There is no significant difference among B.Ed student – teacher’s personal values in terms of type of college.
4. There is no significant difference among B.Ed student – teacher’s personal values in terms of area.

Personal Values of B.Ed Trainees

Personal values has certain dimensions – some visible and some hidden. Each dimension has its specific purpose as well as area of operation. Dimensions of personal values are inter- related and no aspect can be clearly understood without reference to the others. Among the traits, which exist in a person, there is considerable variation in the degree to which each trait drives the person to action.

Hypothesis: 1

There is no significant difference in personal values of B.Ed., trainees in terms of gender.

Table 1
Significance of Difference in Personal Values of B.Ed Trainees in Terms of Gender

S.No	Gender	N	M	S.D	“t”	Critical Value	Level of significance
1.	Male	69	92.49	14.54	0.71	1.960 for difference of 148 at 0.05 level	N.S.
2.	Female	81	90.99	10.45			

Hypothesis : 2

There is no significant difference in personal values of B.Ed trainees in terms of type of college.

Table 2
Significance of Difference in Personal Values of B.Ed Trainees in Terms of Type of College

S.No	Type of College	N	M	S.D	“t”	Critical Value	Level of significance
1.	Govt Aided	99	91.5	13.13	0.30	1.960 for difference of 148 at 0.05 level	N.S
2.	Private	51	92.14	10.95			

Hypothesis: 3

There is no significant difference in personal values of B.Ed trainees in terms of locality.

Table 3
Significance of Difference in Personal Values of B.Ed. Trainees in Terms of Locality

S.No	Locality	N	M	S.D	“t”	Critical Value	Level of significance
1.	Rural	100	91.34	12.5	1.68	1.960 for difference of 148 at 0.05 level	N.S
2.	Urban	50	92.38	12.62			

Hypothesis : 4

There is no significant difference in personal values of B.Ed., trainees in terms of community.

Table 4
Significance of Difference in Personal Values of B.Ed. Trainees in Terms of Community

S.No	Community	N	M	S.D	“t”	Critical Value	Level of significance
1.	OC	2	105	5.66	2.95	1.960 for difference of	S

	BC	90	92.62	11.76		90 at 0.05 level	
2.	OC	2	105	5.66	2.5	1.960 for difference of 28 at 0.05 level	S
	MBC	28	92.71	15.15			
3.	OC	2	105	5.66	4	1.960 for difference of 30 at 0.05 level	S
	SC/ST	30	87.03	11.22			
4.	BC	90	92.62	11.76	0.03	1.960 for difference of 116 at 0.05 level	N.S.
	MBC	28	92.71	15.15			
5.	BC	90	92.62	11.76	2.3	1.960 for difference of 118 at 0.05 level	S
	SC/ST	30	87.03	11.22			
6.	MBC	28	92.71	15.15	1.61	1.960 for difference of 56 at 0.05 level	N.S
	SC/ST	30	87.03	11.22			

Hypothesis Formulated For The Study

The hypotheses have been stated in null form.

1. The B.Ed trainees do not have personal values traits.
2. There is no significant difference in personal values of B.Ed., trainees in terms of gender.
3. There is no significant difference in personal values of B.Ed trainees in terms of type of college.
4. There is no significant difference in personal values of B.Ed trainees in terms of locality.
5. There is no significant difference in personal values of B.Ed trainees in terms of community.

Findings of the Study

After processing the data, the investigator found out the following as findings of the study.

1. The dimension of personal values like courtesy, Initiative and Attitude to like were found to be with a high score of 9 out of 12 than the other dimension of personal values.

The emotional stability of B.Ed trainees is found be with a low score of 5 out of 12 among the different dimensions of personal values.

1. There is no significant difference in personal values of B.Ed trainees in terms of gender.
2. There is no significant difference in personal values of B.Ed trainees in terms of type of college.
3. There is no significant difference in personal values of B.Ed trainees in terms of locality.
4. There is significant difference in personal values of B.Ed trainees I terms of community. The OC category trainees are having maximum personal values than other categories. The other categories which follow C Category in other are BC, MBC and SC/ST categories (OC, Mean : 105; BC, mean : 92.62; MBC, mean : 92.71; SC/ST, mean: 87.03).

Educational Implications

The present study has got educational implications that there is no Significant in personal values of B.Ed trainees in terms of gender, type of college, locality, educational qualification, social status and parental economic status except community. The findings of the present study showed that teacher trainees possess some of the desired traits with high scores i.e, Courtesy, Initiative and Attitude to life. The results of the present study revealed that the teacher trainees were emotionally less stable, a trait deemed desirable by Ryans (1967). According to Koay (1979) student teachers with less emotional stability is due to the presence of tension – generating elements such as the heavy emphasis on examinations. According to Halphin et al., (1982), traits like emotional instability and worry are prevalent among teachers whose pupil control orientation is allthoritarian in nature.

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**AN INVESTIGATION ON ENGLISH LANGUAGE SKILLS OF
IX STANDERD TAMIL MEDIUM STUDENTS**

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Abstract

In the present paper the researcher made an investigation on English language skills of IX standard Tamil medium students. Normative survey method was adopted in this study. Sample for the present study consists of 300 IX standard students from 10 schools in Srivilliputtur taluk by simple random sampling method. The investigator has used standardized tool developed by Sugacini (2012). The tool contains 36 positive statements with four point scale. The results revealed that the level of language skill of IX standard students with regard to Gender and birth place is average. Also there is a significant difference in language skill of IX standard students with regard to Gender.

Introduction

Language is not merely the medium of instruction at all levels of education, it is the medium of growth. It provides capacity for preservation and communication of intellectual life. At higher level, language provides the medium of fresh and free thinking and research. In education it is supposed to communicate knowledge, and in general life it is the instrument to pick up information. We need language to learn, to retain and to recall our knowledge. It is the primary need of the child.

The seeds of English language were laid in Indian soil in the last decades of the 18th century. Charles Grant was perhaps the first person to plead for English language in India. He felt that the state of Indians was miserable and can only improve "if Indians were first educated and finally converted into Christianity." Later on, in the early nineteenth century in the regime of Lord William Bentinck English became the medium of instruction by the able advocacy of Macauley and support of Raja Ram Mohan Roy. Its use got extended to the political and cultural life of India as well as to business and commerce. English language slowly became the language of 'elite' class and of social prestige.

Significance of the Study

The place of English in Indian Secondary Education ever since its introduction has remained controversial and more especially in the post - freedom era. Unfortunately, the problem of English is always clouded with political issues and therefore, the pedagogical aspect and needs of the nation are often neglected. It is the feeling of all that English will, for a long time to come, continue to be needed as library language in the field of higher education. Therefore, a strong foundation in language will have to be laid at the high school stage. But in the circumstances, the objective of teaching English could not be the attainment of literary English, but to enable the students to have working knowledge of English.

Operational Definitions of Key Items

Language Skill

It refers to a set of four capabilities that allow an individual to comprehend and produce spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading, and Writing in English.

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IX Standard Students

Students those who are studying IX standard in high school and higher secondary schools of Srivilliputtur Taluk.

Objectives of the Study

1. To find out the level of language skill of IX standard students with regard to Gender.
2. To find out the level of language skill of IX standard students with regard to place of birth.
3. To find out whether there is any significant difference in language skill of IX standard students with regard to Gender.
4. To find out whether there is any significant difference in language skill of IX standard students with regard to place of birth.

Hypotheses of the Study

1. The level of language skill of IX standard students with regard to Gender is average.
2. The level of language skill of IX standard students with regard to place of birth is average.
3. There is no significant difference in language skill of IX standard students with regard to Gender.
4. There is no significant difference in language skill of IX standard students with regard to place of birth.

Percentage Analysis

Objective 1

To find out the level of language skill of IX standard students with regard to Gender.

Table 1
Level of language skill of IX Standard Students with Regard to Gender

Gender	Low		Average		High	
	N	%	N	%	N	%
Male	27	16.9	118	73.8	15	9.4
Female	22	15.7	93	66.4	25	17.9

It is inferred from the above table that, with regard to male IX standard students, 16.9% of them have low level, 73.8% of them have average level and 9.4% of them have high level of language skill. With regard to female IX standard students, 15.7% of them have low level, 66.4% of them have average level and 17.9 % of students have high level of language skill.

Objective 2

To find out the level of language skill of IX standard students with regard to place of birth.

Table 2
Level of Language Skill of IX Standard Students with Regard to Place of Birth

Place of Birth	Low		Average		High	
	N	%	N	%	N	%
Rural	17	15.3	78	70.3	16	14.4
Urban	32	16.9	133	70.4	24	12.7

It is inferred from the above table that, with regard to rural IX standard students, 15.3% of students have low level, 70.3% of students have average level and 14.4% of them have high level of language skill. With regard to urban IX standard students, 16.9% of students have low level, 70.4% of students have average level and 12.7 % of students have high level of language skill.

Differential Analysis

Null Hypothesis 1

There is no significant difference in language skill of IX standard students with regard to Gender.

Table 3
Significant Difference in Language skill of IX Standard
Students with Regard to Gender

Gender	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Male	160	68.4750	8.0	2.06	S
Female	140	70.6071	9.8		

(At 5% level the significant table value 't' is 1.97)

From the table 3 it is observed that, there is a significant difference between male and female IX standard students in their language skill. Since the calculated 't' value 2.06 is greater than the table value 1.97. Hence the null hypothesis is rejected.

While comparing the mean scores of IX standard students, female students (mean= 70.6071) are better than the male students (mean= 68.4750) in their language skill.

Null Hypothesis 2

There is no significant difference in language skill of IX standard students with regard to place of birth.

Table 4
Significant Difference in Language Skill of IX Standard
Students with Regard to Place of Birth

Place of Birth	N	Mean	Standard Deviation	Calculated 't' Value	Remarks at 5% Level
Rural	111	69.6677	9.0	0.29	NS
Urban	189	69.3545	8.9		

(At 5% level the significant table value 't' is 1.97)

From the table 4 it is observed that, there is no significant difference between rural and urban area students in their language skill. Since the calculated 't' value 0.29 is less than the table value 1.97. Hence the null hypothesis is accepted.

While comparing the mean scores of IX standard students, rural area students (mean= 69.6677) are better than the urban area students (mean= 69.3545) in their language skill.

Findings of the Study

1. The level of language skill of IX standard students with regard to Gender is average.
2. The level of language skill of IX standard students with regard to place of birth is average.
3. There is a significant difference in language skill of IX standard students with regard to Gender.
4. There is no significant difference in language skill of IX standard students with regard to place of birth.

Conclusion

From this study it is known that Tamil medium students find it average level of difficulty in learning English. They don't have proper practice in four skills such as listening, speaking, reading and writing in English language. The students can develop their skills only by regular drill and practice.

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ஆசிரியர்களைப் பற்றிய மாணவர்களின் புலனுணர்வு
மற்றும் தேர்ச்சி அடைவு ஓர் ஆய்வு

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²ல.திவ்யா

அறிமுகம்

“உரைக்கப்படும் பொருள் உள்ளத்தமைத்து விரையோன் வெகுளோன் விரும்பி முகமலர்ந்து கொள்வோன் கொள்வகை அறிந்து-அவன் கொள கோட்டமில் மனத்தில் நூல் கொடுத்தல் என்ப”

உலகத்துக் கல்வி ஞானங்களையெல்லாம் தம் அறிவுப் பெருவெளியில் அடக்கி வைத்திருப்பார் ஆசிரியர் துலாக்கோல் தான் முதலில் சரியாக இருந்து தன்னில் இடப்பட்ட பொருள்களை சரிகாட்டுவதைப் போன்று ஆசிரியர் முதலில் தான் அன்பும் அறிவும் ஆன்ற ஒழுக்கமும் மிக்க சான்றோராக இருந்து பின் தன்னுடைய மாணாக்கர்களும் அதனைப் பெற வழிவகை செய்பவர் ஆவார்.

ஆய்வின் தேவை

மாணவாக்கர்கள் நேரத்தோடு பள்ளிக்குச் செல்ல வேண்டும். மேலும் ஆசிரியர்கள் நடத்தும் பாடங்களை விருப்பு வெறுப்பின்றி கற்கவும் மாணவர்களின் தேவைகளை புரிந்து கொண்டு அவற்றை நிறைவேற்றக் கூடியவர்களாகவும் ஆசிரியர்கள் திகழ்கின்றனர். மாணவர்கள் கற்பது ஆசிரியர்களின் கடமையில் இருக்கிறது. அவ்வாறு இருப்பதற்கான காரணங்களை கண்டறிந்து சரிசெய்ய வேண்டிய அணுகுமுறைகளை தெரிந்து கொள்ள வேண்டியது இவ்வாய்வின் தேவையாகும்.

ஆய்வின் நோக்கம்

1. உயர்நிலைப்பள்ளி மாணவர்களின் ஆசிரியர்கள் பற்றிய பள்ளி மாணவர்களின் புலனுணர்வு பற்றிய நேரிடைய ஓட்டுறவு நிலையை கண்டறிதல்
2. உயர்நிலைப்பள்ளி மாணவர்களின் தேர்ச்சி அடைவின் மீதான ஈடுபாட்டின் அளவை கண்டறிதல்
3. உயர்நிலைப்பள்ளி மாணவர்களின் தனிப்பட்ட மாறிலிகளிடையே சிறப்பான வேறுபாடு பற்றி பரிசோதித்தல்

ஆய்வின் தலைப்பு விளக்கம்

புலனுணர்வு மற்றும் தேர்ச்சி அடைவு

புலன் உணர்வு என்பது வெளியிலிருந்து வரும் தூண்டல்கள் புலன்களைத் தீண்டும் போது நரம்புகள் உணர்வுக் கிளர்ச்சிக்கு உள்ளாகிறது. இந்த உணர்வுக் கிளர்ச்சிக்குப் புலன் உணர்வு என்று பெயர். அவ்வுணர்வின் தூண்டல்கள் நரம்பு மண்டலங்கள் மூலம் மூளைக்கு அனுப்பப்படுகிறது. மூளையானது அவ்வுணர்வுகளை உணர்ந்து வெளித்தூண்டல்களால் ஏற்பட்ட உணர்வுகளின் சுரப்பொருளுக்கு விளக்கம் அளிக்கிறது. இந்நிலைக்குப் புலன்காட்சி என்று பெயர். புலனுணர்வின் மூலம் மாணவர்கள் கற்கும் கல்வியின் தேர்ச்சி அடைவை குறிக்கும்.

தேர்ச்சி அடைவு என்பது அறிவு பெறுதல் அல்லது திறன் வளர்த்தல் எனப்படும் இவை பள்ளியில் உள்ள பாடங்களை தேர்வின் மதிப்பீடு திட்டமிடுதல் அல்லது ஆசிரியரால் நியமிக்கப்படும் மதிப்பெண் அல்லது இவை இரண்டின் மூலமாக நடத்தப்படும் மாணவர்களின் கற்றலை வெளிப்படுத்துவது அந்த நடப்பாண்டு தொடர்ந்து முழுவதும் அவர்களுக்கு கொடுக்கப்பட்ட பயிற்சிகள் மூலமே இந்த தேர்ச்சி அடைவு என்றும் தகுந்த முறையின் மூலம் நாம் சொல்லி கொடுத்த அறிவின் அளவை முடிவு செய்ய முடியும் தற்போதைய நிலையில் சமூக பொருளாதாரம் மற்றும் கலாச்சார அமைப்பு இந்த தேர்ச்சி அடைவில் முக்கிய பங்கு வகிக்கிறது மற்றும் பள்ளிகளும் இவற்றில் சொல்லமுத்தம் ஏற்படுகிறது.

காரணம்

- நம்முடைய தேவைக்காக ஒரு செயலை செய்வதற்கு காரணம் தேவைப்படுகிறது.(எ.கா) நம்முடைய நாட்டை பாதுகாப்பு வேண்டும் என்பதையே ஆர்வமாய் அல்லது நாட்டமாய் கொண்டிருப்பது ஆகும்
- மற்றவர்களுடைய கவனத்தை தம் பக்கம் ஈர்க்கும் ஆற்றலை கொள்ளுதல் (எ.கா) அதிக மகிழ்ச்சியால் இவை ஏற்படுகிறது ஆர்வம் இல்லாமல் எதுவும் இல்லை.

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- ஏதேனும் ஒரு காரியத்தில் நம்முடைய அதிகபடியான விருப்பத்தினால் ஆர்வம் காட்டுதல்
- சட்டரீதியாக அல்லது பொருளாதார ரீதியாக
- ஒரு பொருளை சமமாக பங்கிட்டு கொள்ளுதல்
- ஒருவரின் விரிசிந்தனை பல வகைகளில் இருக்கும் இதை குறித்து விமர்ச்சனம் செய்வதில் சிலர் நாட்டம் கொள்வார்கள்.

உயர்நிலைக்கல்வி

ஒன்பதாம் வகுப்பு,பத்தாம் வகுப்பு ஆகிய இரண்டு வகுப்புகளில் படிக்கும் கல்வி உயர்நிலைக்கல்வி ஆகும்.

ஆய்வின் கருதுகோள்கள்

- ஆசிரியர்களின் மீதான மாணவர்களின் புலனுணர்வு மாணவர்களின் தங்குமிடத்தின் அடிப்படையில் மிக சிறப்பாக வேறுபடுகிறது.
- ஆசிரியர்களின் மீதான மாணவர்களின் புலனுணர்வு மாணவர்களின் கடவுள் நம்பிக்கை உள்ளதன் அடிப்படையில் மிக சிறப்பாக வேறுபடுகிறது.
- ஆசிரியர்களின் மீதான மாணவர்களின் புலனுணர்வு மாணவர்கள் பயிலும் வகுப்பின் அடிப்படையில் மிக சிறப்பாக வேறுபடுகிறது.
- ஆசிரியர்களின் மீதான மாணவர்களின் புலனுணர்வு மாணவர்களின் கணினி இயக்கும் திறனின் அடிப்படையில் மிக சிறப்பாக வேறுபடுகிறது.

கருதுகோள் 1

ஆசிரியர்களின் மீதான மாணவர்களின் புலனுணர்வு மாணவர்களின் தங்குமிடத்தின் அடிப்படையில் மிக சிறப்பாக வேறுபடுகிறது

பள்ளிகள்	மாணவர் எண்ணிக்கை	கூட்டு சராசரி	திட்டவிலக்கம்	மதிப்பு	முடிவு
வீடு	193	76.06	6.100	2.828	சிறப்பான வேறுபாடு உண்டு
விடுதி	107	73.78	7.648		

(0.05 பரப்பில் சிறப்பான வேறுபாடு உண்டு)

மேலே கணக்கிடப்பட்ட மதிப்பு 2.828 என்பது அட்டவணை மதிப்பு ஐ விட அதிகமாக உள்ளதால் அரசு பள்ளிக்கும் அரசு சாராத பள்ளிக்கும் இடையே ஆசிரியர்கள் பற்றி புலனுணர்வின் ஈடுபாடும் மற்றும் தேர்ச்சி அடைவிலும் வேறுபாடு இல்லை என்ற கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது..

கருதுகோள் 2

பள்ளியின் அமைவிடத்தைப் பொருத்து ஆசிரியர்கள் மீதான புலனுணர்வு மற்றும் தேர்ச்சி அடைவின் சராசரி மதிப்பின் குறிப்பிடத்தக்க வேறுபாடுகளை ஒப்பிடுதல்

மாணவர்கள் தங்குமிடம்	மாணவர் எண்ணிக்கை	கூட்டு சராசரி	திட்டவிலக்கம்	மதிப்பு	முடிவு
கிராமம்	171	76.16	6.231	2.741	சிறப்பான வேறுபாடு உண்டு
நகரம்	129	74.02	7.271		

(0.05 பரப்பில் சிறப்பான வேறுபாடு)

மேலே கணக்கிடப்பட்ட மதிப்பு 2.741 என்பது அட்டவணை மதிப்பு ஐ விட அதிகமாக உள்ளது. எனவே ஆசிரியர்கள் பற்றி மாணவர்களின் புலனுணர்வு மற்றும் தேர்ச்சி அடைவ தங்கும் இடத்தை பொறுத்து மிக சிறப்பாக வேறுபடுகிறது என்ற கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது.

கருதுகோள் 3

மாணவர்களின் கடவுள் நம்பிக்கை உள்ளதன் அடிப்படையில் ஆசிரியர்கள் பற்றிய மாணவர்களின் புலனுணர்வு மற்றும் தேர்ச்சி அடைவின் குறிப்பிட்ட வேறுபாடுகளை ஒப்பிடுதல்

கடவுள் நம்பிக்கை	மாணவர் எண்ணிக்கை	கூட்டு சராசரி	திட்டவிலக்கம்	மதிப்பு	முடிவு
தினந்தோறும்	209	75.33	6.595	1.318	சிறப்பான வேறுபாடு இல்லை
எப்பொழுதாவது	91	75.05	7.190		

(0.05 பரப்பில் சிறப்பான வேறுபாடு இல்லை.)

மேலே கணக்கிடப்பட்ட 1.318 மதிப்பு என்பது அட்டவணை மதிப்பு 1.96 ஐ விட குறைவாக உள்ளதால் மாணவர்களின் கடவுள் நம்பிக்கை உள்ளதன் அடிப்படையில் ஆசிரியர்கள் பற்றிய பள்ளி

மாணவர்களின் புலனுணர்வு மற்றும் தேர்ச்சி அடைவில் வேறுபடுகிறது என்ற கருதுகோள் நிராகரிக்கப்படுகிறது.

கருதுகோள் 4

மாணவர்களுக்கிடையே கணினி இயக்கும் திறனின் மூலம் ஆசிரியர்கள் பற்றிய பள்ளி மாணவர்களின் புலனுணர்வு மற்றும் தேர்ச்சி அடைவின் குறிப்பிடத்தக்க வேறுபாடுகளை ஒப்பிடுதல்

கனிணியின் பயன்பாடு	மாணவர் எண்ணிக்கை	கூட்டு சராசரி	திட்டவிலக்கம்	மதிப்பு	முடிவு
தினந்தோறும்	256	44	71.68	2.709	சிறப்பான வேறுபாடு உண்டு
எப்பொழுதாவது	44	256	75.86		

(0.05 பரப்பில் சிறப்பான வேறுபாடு இல்லை.)

மேலே கணக்கிடப்பட்ட 2.709 மதிப்பு என்பது அட்டவணை மதிப்பு 1.96 ஐ விட அதிகமாக உள்ளதால் ஆசிரியர்கள் பற்றிய பள்ளி மாணவர்களின் புலனுணர்வு மற்றும் தேர்ச்சி அடைவில் கடவுள் நம்பிக்கை அடிப்படையில் வேறுபாடு இருக்கிறது என்ற கருதுகோள் ஏற்றுக்கொள்ளப்படுகிறது.

பரிந்துரைகள்

- மாணவிகளின் மேல் அக்கறை கொள்வது போல் மாணவர்களின் மீதும் கவனம் செலுத்த வேண்டும்.
- மாணவ மாணவியரின் அன்றாட செயல்பாடுகளை உற்று நோக்குபவராக ஆசிரியர்கள் திகழ வேண்டும்.
- பாடம் தொடர்பான அனைத்து சந்தேகங்களையும் தீர்க்கும் எண்ணம் கொண்டவராக ஆசிரியர் இருக்க வேண்டும்.
- ஆசிரியர்களின் தனித் தன்மையை கண்டறிந்து அதற்கு தகுந்த முறையில் மாணவ மாணவியருக்கு பயிற்சி அளிக்க வேண்டும்.
- பிற துறைகளில் மாணவர்களை கவரும் வகையில் எவை உள்ளன என ஆராய்ந்து அதற்கு தகுந்த முறையில் பயிற்சி கொடுக்க வேண்டும்.
- கனிணியின் செயல்பாடுகள் பற்றியும் அதன் பயன்களைப் பற்றியும் ஆசிரியர் மாணவர்களுக்கு கற்றுக் கொடுக்க வேண்டும்.
- மாணவர்களை முழுமையான கவனத்தில் அக்கறை கொள்பவராக ஒவ்வொரு ஆசிரியரும் திகழ வேண்டும்.

முடிவுரை

மாணவர்களுக்கு ஆசிரியர்களைப் பற்றிய மாணவர்களின் புலனுணர்வு மற்றும் தேர்ச்சி அடைவு பற்றிய காரணங்களை அலசி ஆராய்ச்சி அவற்றிற்கு தீர்வு காணும் வகையில் இவ்வாய்வானது மேற்கொள்ளப்பட்டது.

ஆய்வாளர் ஆய்வு பகுதிக்காக எடுத்துக் கொண்ட அரசு பள்ளி அரசு உதவி பெறும் பள்ளி தனியார் பள்ளிகளிலும் ஆசிரியர்களைப் பற்றிய மாணவர்களின் புலனுணர்வு ஏற்படுகிறது. ஆகையால் எல்லா வகைப் பள்ளிகளிலும் ஆசிரியர்களைப் பற்றிய எண்ணம் மேலோங்கிய நிலையில் காணப்படுகிறது. மாணவர்களின் விருப்பப்படி தேர்ந்தெடுத்த துறைகளை படிப்பதற்கு ஆசிரியர்கள் வழிகாட்டியாக செயல்பட வேண்டும்.

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சாந்தா பப்ளிஷர்ஸ்
சென்னை

நாலடியாரில் கல்வியியல் சிந்தனைகள் - ஓர் ஆய்வு

¹செள.ஜெயந்தி

²D.சுமதி

முன்னுரை

**கல்வி தறுகண் இசைமை கொடைஎனச்
சொல்லப்பட்ட பெருமிதம் நான்கே**

என்பது மனிதகுலத்துக்குப் பெருமிதம் ஏற்படுவதற்கு அடிப்படையானவை கற்றகல்வி, எதற்கும் அஞ்சாத பண்பாகிய தறுகண், எல்லா நிலைகளாலும் வருகின்ற புகழ், கொடுத்தலாகிய தன்மை. இவை நான்காலும் பெருமிதம் ஏற்படுவது உலக மனிதர்க்குப் பொருந்தும். இது தமிழன் பார்த்த உலகப் பார்வை.

தமிழர்களாகிய நாம் உலகின் கண் பெருமைப்படத்தக்க சிறப்புடையவர்கள். நமது இலக்கியம் உலகில் தோன்றிய தொன்மை மிக்க செவ்வியல் இலக்கியங்களுக்கு நிகரானது. அவற்றினும் வேறுபட்ட வீறுபெற்ற பல தனித்தன்மைகளை உடையது. தமிழ் நாகரீகக் கருவூலம் மாணவர், ஆய்வாளர், பொதுமக்கள் என ஒவ்வொருவர்க்கும் பயன்படும்படியான நாலடியாரைப் பயிலப் பயிலத் தோன்றிய கல்வியியல் சிந்தனைகள் இவ்வாய்வேட்டில் ஆராயப்படுகிறது.

ஆய்வுத்தலைப்பு

செய்யுள் மொழியால் சீர்புனைந்து யாப்பின்

அவ்வகைத் தானே அழகெனப்படுமே.

செய்யுளுக்குரிய சொல்லால், சீரைப் புனைந்து தொடுத்து வரின் அது அழகெனப்படும்.

தொன்மை தானே

உரையோடு புணர்ந்த பழைமை மேற்றே

தொன்மையாவது, உரைச் செய்யுளோடு பொருந்தி பழைய வரலாற்றினடியுடையாய் வரும். இவ்வாறு அழகும், தொன்மையும் எடுத்துரைப்பது நாலடியாரின் தனிச்சிறப்பு. **நாலடியாரில் கல்வியியல் சிந்தனைகள் - ஓர் ஆய்வு** என்னும் தலைப்பில் ஆய்வதாக இவ்வாய்வேடு அமைகிறது.

ஆய்வின் நோக்கம்

நமது பண்பாடு உலகப் பொது மனிதநேயம் தழுவியது. ஆன்ம நேயத்தை உட்கொண்டது. இன்னோரன்ன சிறப்புகளை நம்மில் நூற்றுக்கு தொண்ணூறு பேர் அறிவதில்லை. அறிந்து உலகிற்கு அறிவிப்பதும் இல்லை.

இந்தியப் பண்பாட்டுக் கோலங்களை இளைய சமுதாயத்தினருக்கு கல்விச் செயல்கள் வழியே பரப்பி அவற்றை மாணவர்களை ஏற்று நடக்க வைத்தல் பற்றிய செய்திகளை சமுதாயத்தின் பார்வைக்குக் கொண்டு வர இவ்வாய்வு மேற்கொள்ளப்படுகிறது.

கருதுகோள்

‘நாலடியாரில் கல்வியியல் சிந்தனைகள்’

இன்றைய தகவல் யுக உலகில் எந்த அளவு பொருத்தப்பாடு பெற்றுள்ளது. எந்த அளவு தேவை என்பதை அறிவதே இவ்வாய்வின் கருதுகோளாக அமைந்துள்ளது.

ஆய்வு எல்லை

ஆலும் வேலும் பல்லுக்கு உறுதி

நாலும் இரண்டும் சொல்லுக்கு உறுதி

என்று போற்றப்படும் நாலடியார் அறத்துப்பால், பொருட்பால், காமத்துப்பால் என்ற மூன்று பிரிவுகளைக் கொண்டது. அதில் அறத்துப்பாலில் உள்ள 13 அதிகாரங்களும், பொருட்பாலில் உள்ள 24 அதிகாரங்களும், ஆக மொத்தம் 37 அதிகாரப் பாடல்கள் ஆய்விற்கு எடுத்துக் கொள்ளப்படுகின்றன.

ஆய்வு அணுகுமுறை

நாலடியாரில் கல்வியியல் சிந்தனைகள் - ஓர் ஆய்வு என்னும் இவ்வாய்வு விளக்கமுறை ஆய்வாக அமைகிறது.

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ஆய்வுத்தரவுகள்

நாலடியார் நூல் கல்வியியல் நூல்கள், ஆய்வுத் தரவுகளாக எடுத்துக் கொள்ளப்பட்டுள்ளன.

முதன்மைத் தரவுகள்

நாலடியாரில் நூலில் உள்ள அறத்துப்பால் பாடல்கள் 130, பொருட்பால் பாடல்கள் 240 ஆக மொத்தம் 370 பாடல்கள் முதன்மைத் தரவுகளாக விளங்குகின்றன.

துணைத்தரவுகள்

நாலடியாரில் அறத்துப்பால், பொருட்பால் பாடலுக்கான பொருளுரை, விளக்கவுரை மற்றும் கல்வியியல் தொடர்பான செய்திகள் கொண்ட நூல்கள் அனைத்தும் துணைத்தரவுகளாக அமைந்துள்ளன.

ஆய்வுப்பகுப்பு

இவ்வாய்வு கீழ்க்காணும் ஐந்து இயல்களாகப் பகுக்கப்பட்டுள்ளது.

1. முன்னுரை
2. நாலடியார் தொகுப்பு முறையும் அமைப்பும்
3. ஆய்வு முறை
4. கல்வியியல் பகுப்பாய்வு
5. தீர்வுகளும் பரிந்துரைகளும்

ஆய்வேட்டின் அமைப்பு

“நாலடியாரின் தொகுப்பு முறையும் அமைப்பும்” என்னும் இயலில் நாலடியாரின் சிறப்பு மற்றும் நாலடியார் நூல் தொகுக்கப்பட்ட முறையும் விளக்கப்பட்டுள்ளன.

ஆய்வு முறை என்னும் இயலில் ஆய்விற்கு எடுத்துக் கொள்ளப்பட்டுள்ள பாடல்கள் பற்றியும் அவற்றில் கல்வியியல் கருத்துக்கள் பகுக்கப்பட்ட முறை பற்றியும் தெரிவிக்கப்பட்டுள்ளன.

‘கல்வியியல் பகுப்பாய்வு’ என்னும் இயலில் கல்வியின் பெருமை, கேள்வியின் பெருமை, கற்றோர் பெருமை, கல்லார் இழிவு, இளமைக் கல்வி, ஆசிரியர் பண்பு, மாணவர் பண்பு, மாணவர் வகைகள், பாடம் பயிற்றும் முறை, பாடம் கற்கும் முறை, ஆசிரியர் - மாணவர் உறவு, அறிவியல் கல்வி, வேளாண் கல்வி, உளவியல் கல்வி, சம உரிமைக் கல்வி, ஒழுக்க நெறிக் கல்வி, சமூகப் பண்பாட்டுக் கல்வி, சமண சமயக் கோட்பாடுகள், கற்பித்தல் கொள்கைகள், தற்காலக் கல்வி முறையில் நாலடியார் கல்விச் சிந்தனைத் தாக்கம் ஆகியவை பற்றி ஆராயப்படுகிறது.

‘தீர்வுகளும் பரிந்துரைகளும்’ என்னும் இயல் இவ்வாய்வின் மூலம் கிடைக்கப் பெற்ற முடிவுகள் நடைமுறைப்படுத்தலில் மேற்கொள்ள வேண்டிய செயல்கள் மற்றும் பரிந்துரைகளை எடுத்துரைக்கிறது.