AN ANALYSIS OF PERCEPTION OF VALUES AMONG COLLEGE STUDENTS

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Abstract

The current research aims to study the perception of values among college students. A value is a relationship between a person and an environment situation which evokes an appreciate response in the individual. Values are deeply related to all aspects of our life and they guide us in various life situations. Hence it is very important that education plays a very significant role in shaping the value system of the individuals from the very beginning of one's life. The present investigation analyses the perception of values among college students. The main objective is to find out significant difference among final year college students in the perception of values and its dimensions with respect to background variables. Significant difference was found among find year college students in perception of values with reference to gender, type of college and nature of college. The final year college students don't differ significantly in perception of values with respect to type of management.

Introduction

The beginning of the 21st century presents a grim picture of tension and lurking dangers of social upheaval with constant threats posed by violence, terrorism, fanaticism, dispute, discordance and intolerance. This grim picture of "bleeding world" and a "blood splattered humanity" is due to value erosion in the contemporary society. Under these circumstances, the investigators attempted to assess the perception of values of final year college students in relation to certain background variables.

Background of the study

The investigators have reviewed a few studies.

Balakrishnan and Visvanathan (2011) conducted a study and reported that post graduate teachers differ in religious values and do not differ in aesthetic values, social values with respect to gender.

Porgio and Jayaraj Maria Louis (2011) investigated and found that there is no significant difference between day scholar and hostel high school students in their value orientation.

Richa Verma, GulMathur (2009) examined and reported that no significant differences were found between adolescents in social, aesthetic and religious values by orientation in values through movies with respect to gender.

Need and Significance of the study

Values are considered important and fundamental dimensions of an individual. They may also be regarded as good objects for which people orient their thinking, action and feeling. The values not only determine the aims but they are helpful to decide about the means to achieve those aims. The process of perception of values directly governs the action and activity within a particular phase.

Values provide the foundation of character and moral development. They also play a predominant role in inculcating children with humanity truthfulness, tolerance, sincerity, courtesy, affection and a spirit of sacrifice and sacrifice. Nothing can be achieved in the absence of values.

The findings of the study may help the professors, administrators, managers, curriculum designers and the education departments to design the curriculum based on value education.

Technical Terms

1. Aesthetic Value

Aesthetic Value is value of a property based on its appearance.

2. Moral Value

Moral Value represents the Principles and standards which determine the extent to which human action or conduct is right or wrong.

3. Religious Value

Religious values are ethical principles founded in religious traditions, texts and beliefs.

4. Scientific Value

Scientific value is a type of thinking and defines everything in scientific attitude.

5. Social value

Social values are what we consider to be important in social interactions between people.

6. Perception

Recognition and interpretation of sensory stimuli based chiefly on memory.

7. College Students

The students studying in the final year of Arts and Science colleges, Polytechnic colleges and Educational colleges

Statement of the Problem

An Analysis in perception of values among final year college students

Objective

To find out significant difference among final year college students in the perception of values and its dimensions aesthetic, moral, religious, scientific and social values with respect to background variables gender, type of management, type of college and nature of college.

Hypothesis

There is no significant difference among final year college students in the perception of values and its dimensions with respect to background variables.

Methodology

The investigators had employed descriptive method using survey as a technique and stratified random sampling to draw the sample. The strata used were male, female, aided, unaided, arts, science, polytechnic, educational college students, gents, ladies and co-education colleges.

Population & Sample

The population is the final year college students in Rajapalayam Taluk. 600 final year students studying in Arts & Science

colleges, Polytechnic colleges and colleges of education in Rajapalayam Taluk were selected for the study.

Research Tool

A value perception scale developed and validated by G.Porgio (1999) was used to gather the data.

Table 1

Sl. No.	Type of Values	Items
1.	Aesthetic value	1-8
2.	Moral value	9-16
3.	Religious value	17-24
4.	Scientific value	25-32
5.	Social value	33-39

Statistical Techniques used

Mean, standard deviation,'t' – test and F-ratio are used to analyse the data

Analysis and Interpretation of Data

Hypothesis 1

There is no significant difference between final year college students in perception of values with respect to gender.

Table 2

Difference between final year college students in perception of values with respect to gender

Type of values	Male		Female		't' value	Result
	Mean	SD	Mean	SD		
Aesthetic value	19.69	2.52	**20.64**	2.02	**5.033**	**S**
Moral value	18.92	2.64	**19.95**	2.45	**4.940**	**S**
Religious value	18.79	3.52	**21.02**	2.82	**8.545**	**S**
Scientific value	19.04	2.60	**20.36**	2.17	**6.697**	**S**
Social value	16.04	2.37	**17.26**	2.32	**6.328**	**S**
Perception – in total	92.51	9.55	**99.25**	8.24	**9.245**	**S**

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

S – Significant (Hypothesis not accepted)

From the above table it is infer that final year students differ significantly in the perception of values–aesthetic, moral, religious, scientific, social values, and in-total with respect to gender.

Hypothesis 2

There is no significant difference between final year college students in perception of values with respect to type of management.

Table 3
Difference between final year college students in perception of values with respect to type of management

Type of values	Aided		Unaided		't' value	Result
	Mean	SD	Mean	SD		
Aesthetic value	20.27	2.10	20.02	2.68	1.198	NS
Moral value	19.37	2.52	19.53	2.71	0.720	NS
Religious value	20.00	3.44	19.76	3.29	0.875	NS
Scientific value	19.73	2.33	19.66	2.68	0.307	NS
Social value	**16.86**	2.29	16.35	2.58	**2.469**	**S**
Perception – in total	96.24	8.64	95.34	10.67	1.099	NS

(At 5% level of significance the table value is 1.96)
NS – Not Significant (Hypothesis accepted)
S – Significant (Hypothesis not accepted)

From the above table it is clear that final year students differ significantly in the perception of values–social value with reference to type of management.

Hypothesis 3

There is no significant difference among final year college students in perception of values with respect to type of college.

Table 4
Difference among final year college students in perception of values with respect to type of college

Type of values	Source of variance	Sum of squares	Df	Mean squares	F-ratio	Result
Aesthetic value	Between	17.387	3	5.796	1.039	NS
	Within	3325.931	596	5.580		

Moral value	Between	62.542	3	20.847	**3.110**	**S**
	Within	3995.298	596	6.704		
Religious value	Between	515.003	3	171.668	**16.126**	**S**
	Within	6344.582	596	10.645		
Scientific value	Between	144.849	3	48.283	**8.092**	**S**
	Within	3556.345	596	5.967		
Social value	Between	98.817	3	33.272	**5.789**	**S**
	Within	3425.768	596	5.748		
Perception in-total	Between	2535.833	3	845.278	**9.700**	**S**
	Within	51935.792	596	87.141		

(At 5% level of significance the table value is 2.60)
NS – Not Significant (Hypothesis accepted)
S – Significant (Hypothesis not accepted)

From the above table it is observe that final year college students differ significantly in the perception of values –moral, religious, scientific, social values and in-total with respect to type of college.

Hypothesis 4

There is no significant difference among final year college students in perception of values with respect to nature of college.

Table 5
Difference among final year college students in perception of values with respect to nature of college

Type of values	Source of variance	Sum of squares	Df	Mean squares	F-ratio	Result
Aesthetic value	Between	107.444	2	53.722	**9.911**	**S**
	Within	3235.875	597	5.420		
Moral value	Between	190.730	2	95.365	**14.722**	**S**
	Within	3867.110	597	6.478		
Religious value	Between	510.130	2	255.065	**23.982**	**S**
	Within	6349.455	597	10.6.36		
Scientific value	Between	338.761	2	169.380	**30.073**	**S**
	Within	3362.433	597	5.632		
Social value	Between	205.880	2	102.940	**18.512**	**S**
	Within	3319.705	597	5.561		
Perception – in total	Between	5477.405	2	2738.703	**33.371**	**S**
	Within	48994.220	597	82.062		

(At 5% level of significance the table value is 3.00)
NS – Not Significant (Hypothesis accepted)
S – Significant (Hypothesis not accepted)

It is evident from the above table that final year college students differ significantly in perception of values– aesthetic, moral, religious, scientific, social values and in-total with respect to nature of college.

Results and discussions

- There is significant difference between final year college students in perception of values with reference to gender. Comparing the mean scores female students have better perception of values than male students. The finding contradicts the study by Balakrishnan and Visvanathan (2011) reported that post graduate teachers did not differ in aesthetic values and religious values with reference to gender. This finding gets support from the study by Harikrishnan (2009) revealed that significant gender difference exists among engineering students in their religious value and moral value.
- There is significant difference among final year college students in perception of values with reference to type of college. Comparing the mean values the students studying in science courses have better perception of values than their counterparts. This might be the students learning science have the scientific attitude. They have the skill of questioning like why? how? when? This skill leads to expose new ideas, experimenting and discovering by themselves. This may cause to have better perception of values.
- There is significant difference among final year college students in perception of values with respect to nature of college. Comparing the mean scores the students studying in women's colleges have better perception of values than the other nature of the colleges. This finding gets conformation by the study undertaken by Devi & Vasuki (2006) reported that girls' school pupils score well in value education than their counterparts.
- No significant difference was found between final year college students in perception of values with respect to type of management. This finding draws support from the study by Dhillon and Navdeepkaur (2009) revealed that no significant difference was found in aesthetic values, social values and religious values between teachers with respect to type of management.

Conclusion

Value orientation and character formation are two basic ends of any meaningful education. Teachers play a vital role in imparting values and character formation. Teachers have the responsibility to be role models in inculcating values. The college students are going to be the building blocks that constitute the national in future, it is essential that they should be moulded into reasonable and responsible human beings. This can be materialized only through our curriculum. Including value education in the syllabus and imparting values through innovative, curricular and co-curricular activities will certainly lead the future generation in the path of attaining the higher level in the hierarchy of needs (ie) self – realization. The investigators strongly suggest that values can't be taught, it can be only be caught. So the teachers instead of preaching let them practice the values and be the role models.

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EFFECTIVENESS OF E-LEARNING ON ACHIEVEMENT OF VARIOUS CATEGORIES OF STUDENTS IN COMPUTER SCIENCE (ACCEPTED RESEARCH PROPOSAL)

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Abstract

The present age is rightly called Computer Age. The advent of e-learning has opened the doors to the treasure of information. The use of internet is immense in terms of gathering information, acquisition of knowledge and in terms of sharing supplementing and complementing information between or among students. Internet is a vast storehouse of information. There is no subject which is not covered. Hence there is every possibility to use the internet for learning ay subject at any level. It provide for learning anywhere at any time at one's no pace at one's own convenience. Now-a-days students at all levels lead to use the internet for learning purposes to a great extent. But no study has been taken up so far to assess the efficacy of learning in terms of instruction and retention. So the investigator proposes to undertake this experimental study to establish the effectiveness of Internet on the achievement of various Categories of students in Computer Science at plus one level. For the purpose of the experiment two groups of equal rank i.e. control group and experimental group will be formed. Control group will be taught through TLM and the experimental group will learn through the use of internet. To assess the efficacy in terms of progress and rate of progress an achievement test will be constructed. The sample will be taken from ……..Hr.Sec.School. The experimental group students for a period of three months. At the end of the experimental treatment , a post test will be conducted. Again after 45 days the same achievement test will be, once again, administered as retention test to assess the efficacy of the strategy in terms of retention. The statistical techniques such as mean, SD and t-test will be used for analysing the data obtained. It is around that the applied strategy will be more effective than the TLM in enhancing the achievement of the various categories of students in Computer Science.

Introduction

Human Resource Development decisively determines the economic growth and the national development of a country. The level of national development of a country largely depends upon the degree of human resource development attained in that country. Human resource development is the kingpin of national development. The effective utilization of other resources also depends on the extent of human resource development. Education is a prerequisite for human resource development. So, the teachers at all levels of education are directly responsible for human resource development. They have to employ innovative strategies to promote adequate human resource development.

Education is not static. It is dynamic. There is no guarantee that what worked well in the past will prove so in the present. Similarly, the human resource in the present is not like the human resources in the past. Changes are the law of nature. Change is essential for growth. To teach well such advanced children we cannot simply use chalk and talk method alone. It is an era of e-learning, web-learning, m-learning and so on. So there is a greater need to employ digital technology in the teaching learning process so that optimum human resource development can be ensured.

Definition of E-Learning

E-learning is learning that takes place in an electronically stimulated environment. E-learning, web-based training, internet based training and computer-based training are the next generation instructional methods being developed today. E-learning can be done anywhere and anytime as long as the user has the proper hardware. Today, e-learning is fast becoming a reality through companies like trainer soft and others.

Concept of E-Learning

The present age is rightly called Computer Age. The advent of E-learning has opened the doors to the treasure of information. The use of internet is immense in terms of gathering information, acquisition of knowledge and in terms of sharing supplementing and complementing information between or among students. Internet is a vast storehouse of information. There is no subject which is not covered. Hence there is every possibility to use the internet for learning ay subject at any level. It provide for learning anywhere at any

time at one's no pace at one's own convenience. Now-a-days students at all levels lead to use the internet for learning purposes to a great extent. E-learning covers a wide set of applications and processes such as Web-based learning, Computer – based learning, Virtual classrooms, and digital collaboration. It includes the delivery of content via internet, intranet extract, audio and videotape, satellite, and CD-ROM. However, many organizations only consider it as a network- enabled transfer of skill and knowledge.

Differences between E-Learning and Classroom Learning

There is a key difference between classroom learning and E-learning. E-learning involves a separation between creation of content, presentation of content and support of the learners.

In a traditional classroom, the teacher designs the learning material, presents it in a suitable way and answers the learning material, presents it in a suitable way and answers the learners question so as to clarity doubts. In e-learning the emphasis is mainly on the design of the e-courseware rather than its delivery.

In the traditional classroom learning, learners assemble at a particular environment. But e-learning allow you to learn anywhere, usually at any time as long as you have a properly configured computer.

As the learning materials are provided in e-learning through different media like audio, text, video, etc., the learner could gain rich learning experience.

Benefits of E-Learing

- E-learning programme is a lot less expensive.
- E-learning lets the user learn the subject at his own pace. One can go through the learning the learning materials following his own preferred sequence.
- One can learn a subject faster.
- Learner can work from any location at any time.
- Learning materials can be updated easily and quickly.
- E-learning leads to increased retention and stronger grasp of the subject.
- Learners through the remain employed, could still pursue their courses during their leisure time.
- It can be easily managed for large group
- No travel to go to the learning Centre; hence savings time and money.

Need for the study

Teaching effectively is the most important of all the competencies required of a successful teacher. Since effective teaching deals with the needs, interest and abilities of pupils as individuals, it requires knowledge of the environment in which the pupil lives, the development problems he or she faces and his/her mental abilities. It also calls for an understanding of the learning processes essential for creating an environment where learning can take place and for making instruction so stimulating that every pupil will be motivated to learn. Stimulating pupils to think critically, independently and creatively is essential for effective teaching and learning.

Now- a- days a teacher cannot depend any single method of teaching. The teacher has to try out several innovative methods. The students are able to understand the concept, principles and content in an effective manner when the innovative newer methods are incorporated in the teaching learning process.

Objectives of the study

1. To assess whether there is any significant difference in pre-test performance between the control group students taught through traditional lecture method (TLM) and the experimental group students taught through e-learning strategy in both rural and urban schools.
2. To know whether there exists any significant difference in pre-test performance between control group students and experimental group students in respect of each category (i.e) gifted children, under achiever, lower achiever in both rural and urban schools.
3. To find out whether there is any significant difference in pre-test performance between rural students and urban students in terms of group as a whole and in respect of each category (i.e) gifted children, under achiever, lower achiever in both rural and urban schools.

Assumption of the study

1. E-learning strategy can be applied in teaching and learning of computer science at higher secondary level.
2. There are various ways and means to identify the various categories of students in general education classroom.

3. The proposed e-learning strategy will enhance the achievement of various categories of students in computer science at higher secondary level.

Hypothesis of the study

1. There is no significant difference in pre-test performance between the control group students taught traditional lecture method (TLM) and experimental group students subjected to e-learning strategy in both rural and urban schools.
2. There exists no significant difference in pre-test performance between control group students and experimental group students in respect of each category (i.e.) gifted children, under achiever, lower achiever.
3. There is significant difference in pre-test performance between the rural students and the urban students in terms of group as a whole and in respect of each category (i.e.) gifted children, under achiever, lower achiever.

Research Design

Research design is a mapping strategy with is based on sampling technique. It essentially includes objectives, sampling research strategy, tools and techniques for collecting the evidences, analysis of the data and reporting the findings. A researcher designs the work before getting the project underway.

The methodology of the study includes

1. Making / ensuring infrastructural facilities for e-learning.
2. Construction of research tool.
3. Sample design.
4. Implementing the strategy.
5. Data collection
6. Scoring procedure
7. Statistical techniques used in the study.

Ensuring infrastructural facilities for e-learning

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

Construction of research tool

An achievement test will be constructed on the basis of item analysis to assess the achievement of the students in computer science at higher secondary level. The selection of items by item analysis, reliability by split half method and validity by expert opinion will be established.

Sample design

In this study 60 students will be selected from N.A.Annaparaja Memorial Hr.Sec.School. Rajapalayam from the control group and the experimental group. Each group will consist of 10 gifted children, 10 Under Achiever and 10 Slow Learner. In similar manner, 60 students will be selected from Govt.Hr.Sec.School. Mangalam to represent the rural population and groups will be formed as mentioned above. The control groups will be taught through the traditional lecture method and the experimental groups will be subjected to e-learning strategy.

Implementing the strategy

The strategy will be implemented for a period of three months after covering the syllabus in the normal way. The experimental group students will be subjected to e-learning. The proposed e-learning includes digital presentation, net browsing and the use of DVD&CDs to teach/learn the selected units.

Data collection

At the end of the experimental period, a post –test will be conducted to the students of all the groups. After a lapse of 45 days, a retention test will also be administered to all the groups in order to assess the efficacy of the applied strategy in terms of retention test will form the vital data required for the analysis.

Scoring procedure

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

Statistical techniques used in the study

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

Keeping in view the objectives of the study, Mean, Standard Deviation, and t-test will be employed using MS-Excel 2010.

Implications

1. The proposed learning strategy will ensure wide coverage of student population transcending the barriers of space and time.
2. Experts of teaching professionals can be made available to a wider population across the country.
3. The e-learning programmer can be telecast from one centre and all the students can reap the benefit out of it.

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TECHNOLOGY SKILL AND COGNITIVE SKILL OF TEACHERS AT HIGH SCHOOL LEVEL

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Introduction

Technological advancement has contributed greatly to the acceleration of human progress in the past several centuries. The information and communication technology has been a tremendous force for human development by providing information rich environment and raising standards of living. Technology globalizes communication. Globalization and its new rules are also shaping the path for new technologies. The demand for more open and accessible learning has started increasing since the early 1950s. Many factors are contributing to this changing educational culture. The most important of which are economic, social and technological forces. Education and training are not limited to only the fortunate few now. It has spread far and wide. It has reached all levels of society due to technological advancements.

Educational technology is not to be confused with electronic gadgetry. Educational technology is as wide as education itself. It is concerned with the design and evaluation of curriculum and learning experiences and with the problems of implementing and renovating them. Essentially it is a rational and problem solving approach to education and a way of thinking sceptically and systematically about learning and teaching.

Cognitive skill

Cognitive functioning is a term referring to a human's ability to process to that should not deplete on a large scale in healthy individuals. Cognition mainly refers to things like memory, the ability to learn new information, speech, and understanding of written

material. The brain is usually capable of learning new skills in the aforementioned areas, typically in early childhood, and of developing personal thoughts and beliefs about the world.

Statement of the Problem

The investigator has selected the present study with the aim of knowing the technological skill and cognitive skill of teachers at high school level. Therefore it has been entitled as "TECHNOLOGY SKILL AND COGNITIVE SKILL OF TEACHERS AT HIGH SCHOOL LEVEL".

Definition of the Terms

Technology Skill

It refers to technological proficiency of teachers in handling hardware and software of educational technology.

Cognitive Skill

It refers to things like memory, the ability to learn new information, speech, and understanding of written material.

High School Level

The 9th and 10th std level in 10+2+3 system of education.

Objectives

1. To find out the level of technology skill of teachers at high school level.
2. To find out the difference in technology skill among teacher in terms of sex.
3. To find out the difference in technology skill among teacher in terms of experience.
4. To find out the relationship between technology skill and cognitive skill of teachers at high school level.

Hypotheses

1. The level of technology skill of high school teachers is average.
2. There is no significant difference in technology skill among teachers at high school level in terms of sex.
3. There is no significant difference in technology skill among teachers at high school level in terms of experience.
4. There is no relationship between technology skill and cognitive skill among teachers at high school level.

Methodology

Construction of the Tool

Construction of tool is an essential part in any research work. A valid tool will give the needed findings more specifically. Hence, designing a tool is very important.

Preparation of the First Draft

The researcher has collected 38 items on awareness and knowledge on educational technology was prepared by the investigator. The investigator based on his experience and after a thorough review of literature on technology skill prepared the questionnaire.

There were 30 items on cognitive skills developed and validated by the investigator. The investigator had discussion personally with the teacher educators and the persons knowledgeable in the field of educational technology.

Establishment of reliability of the tool

Test and retest method

The questionnaires were administered among the 50 high school teachers and re-administered among the same 50 high school teachers after a gap of 15 days. The correlation found between the two tests was 0.86. It is a high level of correlation. Thus the reliability was ensured.

Establishing Validity of the Tool

The investigator has consulted experts for the preliminary form of the questionnaire on Technology skill and cognitive skill of Teachers. The consultation had with subject experts ensures face and content validity of the tool.

According to Garret, H.E (1967, P.365) the index of reliability is sometimes taken as a measure of validity. The test is found to be having reliability, hence it maybe considered as having validity.

Scoring

For the purpose of scoring, the response given by the high school teachers were calculated. The correct response was given 1 mark. Thus the maximum score in the questionnaire on educational technology would be 38 and the maximum score in the cognitive skill would be 30.

Sample Design

The investigator has followed simple random sampling method for the present study. The investigator has collected a sample of 303 high school teachers in Madurai district for the present study.

Analysis and Interpretation of Data

The investigator has tested the hypothesis one by one.

Hypothesis 1

The level of technology skill of high school teachers is average.

Table 1
Percentage analysis of technology skill of high school teachers

Score	Technology Skill of High School Teachers	No. of students	Percentage
81-100	V.Good	0	0
61-80	Good	2	0.66
41-60	Average	65	21.45
21-40	Poor	186	61.38
0-20	V.Poor	50	16.5
	Total	303	100

It is evident from the table 1 that 61.38 % of high school teachers are having poor technology skill. 21.45 % of teachers are having average level of technology skill. 16.5% of teachers are having very poor technology skill. 0.66% of teachers are having good technology skill. However, there is no one in the sample selected have Very good level of technology skill. Hence the hypothesis stated is rejected.

Hypothesis 2

There is no significant difference in technology skill among teachers at high school level in terms of sex.

Table 2
Mean, S.D and 't' value for the significant difference in technology skill among high school teachers in terms of sex

Gender	N	Mean	S.D.	't'	Critical value	Level of significance
Male	84	12.09	4.83	0.062	1.986 for df of 301 at 0.05 level	N.S.
Female	219	13.23	4.39			

It is evident from table 2 that the obtained 't' value is 0.062. It is lesser than the critical value of 1.986 for degrees of freedom at 0.05 level. It is not significant. Hence the hypothesis stated is rejected.

It can be concluded from the above finding that there is no significant difference in technology skill among high school teachers in terms of sex.

Hypothesis 3

There is no significant difference in technology skill among teachers at high school level in terms of experience.

Table 3
Mean, S.D and 't' value for the significant difference in technology skill among high school teachers in terms of experience

Teaching Experience	N	Mean	S.D.	't'	Critical value	Level of significance
Below 5 years	31	11.19	5.24	0.079	1.986 for df of 232 at 0.05 level	N.S.
5 years to 10 years	203	12.98	4.37			
Below 5 years	31	11.19	5.24	0.038	1.986 for df of 98 at 0.05 level	N.S.
10 years and above	69	13.50	4.54			
5 years to 10 years	203	12.98	4.37	0.403	1.986 for df of 270 at 0.05 level	N.S.
10 years and above	69	13.5	4.54			

It is evident from table 3 that the obtained 't' value is 0.079. It is lesser than the critical value of 1.986 for degrees of freedom at 0.05 level. It is not significant. Hence the hypothesis stated is rejected.

It is evident from table 3 that the obtained 't' value is 0.038. It is lesser than the critical value of 1.986 for degrees of freedom at 0.05 level. It is not significant. Hence the hypothesis stated is rejected.

It is evident from table 3 that the obtained 't' value is 0.403. It is lesser than the critical value of 1.986 for degrees of freedom at 0.05 level. It is not significant. Hence the hypothesis stated is rejected.

It is concluded from the above finding that there is no significant difference in technology skill among high school teachers in terms of experience.

Hypothesis 4

There is no correlation between technology skill and cognitive skill among teachers at high school level.

Table 4
Correlation between technology skill and cognitive skill among teachers at high school level

S.No.	Variable	N	Df	"r"	Significance level 0.05
1	Technology Skill Cognitive Skill	303	301	0.17951	.088

It is evident from Table 4 that 'r' value is 0.179. It exceeds the critical value of .088 at 0.05 levels. Hence it can be interpreted that there exists significant positive correlation between technology skill and cognitive skill among teachers at high school level. It can be surmised that the technology skill and cognitive skill are positively correlated. Hence the hypothesis stated as there is no correlation between technology skill and cognitive skill is rejected.

Findings of the Study

1. 61.38 % of high school teachers are having poor technology skill. 21.45 % of teachers are having average level of technology skill. 16.5% of teachers are having very poor technology skill. 0.66% of teachers are having good technology skill. However, there is no one in the sample selected have Very good level of technology skill.
2. There is no significant difference in technology skill among high school teachers in terms of sex.
3. There is no significant difference in technology skill among high school teachers in terms of experience.
4. There is a positive correlation between technology skill and cognitive skill among teachers at high school level.

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EMOTIONAL INTELLIGENCE AND SOCIAL ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RAJAPALAYAM TALUK

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Introduction

" Education is that process of development which consists passage of human being from infancy to maturity, the process whereby he adapts himself gradually in various ways to his physical and spiritual environment" – T. Reymont.

Emotions

Emotions play an important role in life and contribute to the personal and social development of an individual. Continuous emotional disturbance affects individual growth and development and gives rise to mental, physical, social and other problems. It hampers and intellectual training. On the other hand, an emotionally stable individual leads a happy, healthy and peaceful life. Therefore, the development of emotions is extremely important for the harmonious development of the personality of an individual.

Meaning of Emotions

Etymologically the word 'emotions' is derived from the Latin word 'emovere' which means to 'stir up' to agitate' or 'to excite'. According to crow and crow (1973). 'An emotion is an effective experience that accompanies generalized inner adjustment and mental and psychological stirred up states in the individual, and that shows itself in his ownbehaviour.

Kinds of Emotions

There are two types of emotions, these

1. Positive emotions
2. Negative emotions

Emotions like affection, amusement, curiosity, happiness, and joy which are very helpful and essential to the normal behavior are termed as positive emotions.

Unpleasant emotions like anger, fear and jealously which are harmful to the individual's development are termed as negative emotions.

Difference in Children's Emotions and Adult's Emotions

- Children's emotions are frequent. They are angry and happy several times a day. This is not the case with adults.
- Children's emotions are brief. Their durations is short, Adult's emotions are of longer duration.
- Children's emotions are transitory and there is a shift in emotions.

Intelligence

Intelligence as a concept has been understood in different ways by different psychological and therefore, a wide variety of definitions.

According to Buckingham (1921) 'Intelligence is the learning ability'.

According to Stoddard G.D. (1943) 'Intelligence is the ability to undertake environment'.

In general terms, intelligence means the manner with which an individual deals with facts and situations.

Dimensions of Emotional Intelligence

Emotional intelligence can be categorized into two broad competencies with domains or dimensions as given below.

a. Intrapersonal Competence or Personal Competence
    i) Self – awareness and
    ii) Self- management
b. Interpersonal Competence or Social Competence
    i) Social Awareness and
    ii) Relationship Management

Dimensions of Social Achievement

The dimensions of social Achievement are

1. Stress Management
2. Self – esteem

3. Motivation
4. Adjustment
5. Creativity

Statement of the Problem

The problems selected for the present study is entitled as "EMOTIONAL INTELLIGENCE AND SOCIAL ACHIEVEMENT OF HIGHER SECONDARY SCHOOL STUDENTS IN RAJAPALAYAM TALUK".

Objectives of the Study

1. To find out the level of Emotional Intelligence of Higher secondary school students with respect to gender.
2. To find out the level of Social Achievement of Higher secondary school students with respect to gender.

Null Hypotheses

1. There is no significant difference between Male and Female students in their Emotional Intelligence of Higher secondary School students.
2. There is no significant difference between Male and Female students in their Social Achievement of Higher secondary School students.

Methodology

Method

The investigator selected the normative survey method for the present study.

Sample

The sample has been limited to 300 higher secondary school students only. The study was restricted to selected 7schools in Rajapalayam Taluk.

Statistics

Mean, Standard Deviation (SD), t"-Test, ANOVA, Chi-Square, correlation were used to analyze the data

Tools used for the Present Study

a. Personal data from prepared by the investigator.
b. The investigator used Emotional intelligence inventory developed by Govindhammal (2012) the scale has 50 items in English and Tamil.

c. The investigator used social achievement inventory developed by Govindhammal (2012) the scale has 73 items in English and Tamil.

Null Hypothesis 1

There is no significant difference between Male and Female students in their Emotional Intelligence of Higher secondary School students.

Table 1
Difference between Male and Female School Students in their Emotional Intelligence of Higher Secondary Students

Dimensions	Gender	N	Mean	S.d	't' value	Remarks
Self Awareness	Male	128	57.34	5.755	**3.14**	**S**
	Female	172	59.51	6.027		
Self Management	Male	128	64.19	8.363	**3.98**	**S**
	Female	172	67.70	6.897		
Social Awareness	Male	128	33.10	4.795	**3.77**	**S**
	Female	172	35.10	4.321		
Relationship Management	Male	128	48.91	6.677	**3.61**	**S**
	Female	172	51.54	5.865		
Total	Male	128	203.54	21.769	**4.31**	**S**
	Female	172	213.85	19.408		

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

It is inferred from the above table that there is significant difference between male and female students in their in their Self Awareness, Self Management, Social Awareness and Relationship Management and overall Emotional Intelligence.

While comparing the mean scores of male students (Mean=57.34) and female students (Mean=59.51) in their Self awareness, the female students are better than the male students.

While comparing the mean scores of male students (Mean=64.19) and female students (Mean=67.70) in their Self management, the female students are better than the male students.

Null Hypotheses 2

There is no significant difference male and female Social Intelligence of higher secondary school students.

Table 2
Difference between of Social Achievement of Higher Secondary Students

Dimensions of Social Achievement	Category	N	Mean	S.D	Calculated 't' value	Remarks at 5% level
Stress Management	Male	128	11.55	1.725	**3.64**	**S**
	Female	172	12.26	1.624		
Self Esteem	Male	128	21.48	3.236	**2.66**	**S**
	Female	172	22.44	2.994		
Motivation	Male	128	64.04	8.828	**2.57**	**S**
	Female	172	66.66	8.618		
Adjustment	Male	128	29.57	3.504	**3.50**	**S**
	Female	172	31.22	4.382		
Creativity	Male	128	42.57	5.455	**4.62**	**S**
	Female	172	45.78	6.307		
Total	Male	128	169.20	16.793	**4.61**	**S**
	Female	172	178.36	17.160		

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

It is inferred from the above table that there is significant difference between Male and Female students in their in their Stress Management, Self Esteem, Motivation, Adjustment and Creativity and overall Social Achievement.

While comparing the mean scores of Male students (Mean=11.55) and Female students (Mean=12.26) in their Stress management, the Female students are better than the Male students.

While comparing the mean scores of Male students (Mean=21.48) and Female students (Mean=22.44) in their Self Esteem, the Female students are better than the Male students.

Findings

Hence the null hypothesis is rejected. It is concluded that there significance difference between Emotional Intelligence and Social Achievement in Higher Secondary School Students.

While comparing the mean scores of male students (Mean=57.34) and female students (Mean=59.51) in their Self awareness, the female students are better than the male students. While comparing the mean scores of male students (Mean=64.19) and female students (Mean=67.70) in their Self management.

Significance of the Study

Emotional development is one of the major aspects of the human growth and development. Emotions like love, anger, fear etc play a great role in the development of child's personality. Not only his physical growth and development is linked with his emotional make up but his intellectual, social, moral and aesthetic development are also controlled by his emotional behaviour and experiences. The overall importance of emotional experience in the life of a human being makes it quite essential to know about the emotions.

Findings

1.1 Findings based on objectives

a. 58.0 % of moderate school students have moderate level of self awareness.
b. 54.3 % of moderate school students have moderate level of self management.

1.2

a. 60.9 % of male and 55.8 % of female have a moderate level of self awareness.
b. 51 .6 % of male and 56.4 of female have a moderate level of self management.
c. 57.8 % of male and 55.8 % of female have a moderate level of Social awareness.

Findings based on hypotheses emotional intelligence

1. There is significant difference between male and female students in their in their Self Awareness, Self Management, Social Awareness and Relationship Management and overall Emotional Intelligence. While comparing the mean scores of male students (Mean=57.34) and female students (Mean=59.51) in their Self awareness, the female students are better than the male students.

Social Achievement

a. Findings based on objectives
    - 66.0 % of moderate school students have moderate level of stress management.
    - 54.7 % of moderate school students have moderate level of self esteem.

b. 68.0 % of male and 64.5 % of female moderate school students have moderate level of Stress Management.
c. 60.9 % of male and 50.0 % female moderate school students have moderate level of Self esteem.

Findings based on Hypotheses

1. There is significant difference between Male and Female students in their in their Stress Management, Self Esteem, Motivation, Adjustment and Creativity and overall Social Achievement. While comparing the mean scores of Male students (Mean=11.55) and Female students (Mean=12.26) in their Stress management, the Female students are better than the Male students.

Interpretations

t-test reveals that joint family students high emotional intelligence than the nuclear family students. Because in joint families the children get space to minkle with many people and they learn to adjust with one another. But in nuclear families there is no space for that. So they don't know to accept others, and they posses less emotional intelligence.

Recommendations

The study entitled "Emotional Intelligence and Social Achievement of higher Secondary School Students" gives the following recommendations to improve the emotional intelligence and Social Achievement is students.

1. Teacher should give group works to higher secondary school students. It makes them to take responsibility. And the group life creates provision to improve their emotional intelligence.
2. We can teach them the biography of great leaders. Their life may inspire behaviour may make a positive impact in the students.

Suggestions for Further Study

From the present study on "Emotional Intelligence and Social Achievement of higher Secondary school Students" the researcher gives the following suggestion for further research.

1. A study can be conducted on "Emotional Intelligence and Social Achievement" of higher secondary school students.

2. A study can be conducted on Emotional Intelligence and Stress Management of secondary school teachers.
3. A study may be conducted on Leadership Styles of school headmasters.

Limitations of the Study

The main limitations of the study are:

1. Only Higher Secondary Students are taken for the study.
2. The population is restricted to only Higher Secondary Students in Rajapalayam Taluk.
3. Questionnaire was only the tool used in the study.

Delimitations of the Study

The present study is made keeping in mind with the following delimitations.

- The study is limited to only Emotional Intelligence and Social Achievement of higher Secondary school students.
- The study is limited to only Higher Secondary Students
- Sample for the study is limited to 300 high school students.

Conclusion

The academic activities provide a constructive way of challenging students during their adolescences, a period of stress and strain and an opportunity to their creative potentials. Many children in India do not have facilities for such at home. Such activities should be organized by schools at an early stage of development. It is through different co-curricular activities that the interests and of students are developed and good habits are formed.

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LEARNING DIFFICULTIES OF ENGLISH LANGUAGE OF HIGH SCHOOL STUDENTS IN RAJAPALAYAM TALUK

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Introduction

Education is ever-widening concept. It old as the human race. Ever since the dawn of civilization man directly or indirectly has been trying to 'Educate' himself in order to meet with the changing demands of the life .in fact, he has succeeded in distinguishing himself from other animals only by virtue of education .during the course of time education become an essential virtue for man to live and lead a civilized life. Education fashion and models man to become fit for society.

Learning

Learning is essentially an active process. It is note passive observation of knowledge. It is not the more reading of books listening lectures. The Learning is an enrichment of experience. In learning there is an interaction of the environment with the organization. Learning occupies an important place in the school without Learning, all effort s of pupils as well as of teachers is bound to become purposeless. But Learning makes what appears dull.

Definitions of Learning

According to Gate "Learning is the modification of behavior through experience and activities but not through maturation, emotions, motivation, fatigue, drugs", etc.,

According to Grow and Grow "Learning is Acquisition of Habits, knowledge and Attitudes.

Factors Affecting Learning

The classroom atmosphere should be good enough for the student to concentrate well on the classes and he should first of all have a good physical and mental health improve his learning skill. The

teacher should be able to use appropriate learning method. So as to help the students understand the teaching. If there is no proper motivation and has no proper motivation towards the teaching then the learning becomes harder to the learner. So also the learner should be mature enough to learn. The learner would first feel. Interested in learning and have proper attitude towards it. Then the learner can easily improve his ability to learn. The learner should never feel fatigue towards the content to be learnt. This will make the leaner to behave well in the society.

Meaning of Learning Difficulties

'Learning disability' is the common usage in American culture and 'Learning difficulty' is the normal usage in European culture. Both the terms refer to the difficulties and learning difficulties are synonymously used to express the difficulties that may arise due to significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities.

Definition of Learning Difficulties

Krik (1963), who the terms 'Learning disability' ,defines learning disability as retardations, disorder of delayed development in one or more of the process of speech, language reading ,writing, arithemetic and other school subjects resulting from psychological handicap caused by a possible cerebra's dysfunction or emotional or behavior disturbances. It is not the result of the mental retardation, sensory deprivation or cultural and instructional factor. The National joint committee for learning Disabilities(1981) defined "learning disabilities as a generic from that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning or mathematical abilities". These disorders are intrinsic to the individual and presumed to be due to central nervous system dysfunction.

Types of Learning Difficulties

Learning difficulties noticed among students can be broadly classified into various categories depending upon the major problem experienced by them. Learning difficulties exits in the isolation rarely. Different types of learning difficulties are;

- Oral language Difficulties
- Reading Difficulties

- Writing Difficulties
- Listening Difficulties

Significance of the Study

Learning difficulty in a dynamic and expanding field. Learning difficulty in individuals is found across all ages. Socio-Economic Levels and racers and their problems range from mild to severe. Now a day's both government and private schools fail to fulfill the needs of the students. In some of the schools the basic facilities like Laboratory, sanitary, classroom, play Ground and curriculum are not praise worthy. Therefore the students meet a number of difficulties in learning from both at school and personal Level. These things are primary sources for the Learning difficulties.

This condition must be removed and immediate steps should be taken to care the Learning difficulties of the students. To accomplish this task effectively this present study has been conducted by the investigator. And it is need of the hour to have more number of studies to identify the specific learning difficulties of high school students. Because the students may have increases. Psychological problems which may have expressed as a lack of concentration, depression. So the investigator needs to find out from where they are struggling in their learning and what are they caused behind their learning difficulties and the present study is an attempt in this direction.

Statement of the Problem

"LEARNING DIFFICULTIES OF ENGLISH LANGUAGE OF HIGH SCHOOL STUDENTS IN RAJAPALAYAM TALUK".

Objective of the Study

To find out the level of learning difficulties of high school students with respect Gender.

Null Hypothesis

There is no significant difference between Male & Female Students in their Learning Difficulties.

Methodology

Method

The investigator selected the normative survey method for the present study.

Tool

The researcher has adapted to the tool used standardised.

Sample

The investigator has randomly selected three hundred students from the high school students in Rajapalayam Taluk for the present study. Investigator collected 300 samples from various high school students. Investigator used the random sampling method as the sampling technique.

Statistical Techniques Used

According to Aggarwal, Y.P. (2000), "Statistics is the scientific study of handling quantitative information. It embodies a methodology of collection classification, description and interpretation of data obtained through the conduct of surveys and experiments."Statistical techniques are very essential for any research. It will help the investigator to analyze and interpret the data. The major statistical techniques used were:

- Arithmetic Mean
- Standard Deviation (SD)
- Levels
- 't'-Test
- Anova
- Chi-Square

Objective

To find out the level of learning difficulties of high school students with respect gender.

Dimensions of learning difficulties of English language of high school students	Category	Low		Moderate		High	
		N	%	N	%	N	%
Attitude	Male	28	23.0	72	59.0	22	18.0
	Female	45	25.3	103	57.9	30	16.9
Teacher's performance	Male	47	38.5	65	53.3	10	8.2
	Female	27	15.2	124	69.7	27	15.2
Family background	Male	33	27.0	67	54.9	22	18.0
	Female	19	10.7	130	73.0	29	16.3
School atmosphere	Male	39	32.0	62	50.8	21	17.2
	Female	39	21.9	110	61.8	29	16.3

Peer group influence	**Male**	32	26.2	84	68.9	6	4.9
	Female	25	14.0	141	79.2	12	6.7
Difficulties in prose	**Male**	37	30.3	82	67.2	3	2.5
	Female	23	12.9	139	78.1	16	9.0
Difficulties in grammar	**Male**	38	31.1	68	55.7	16	13.1
	Female	22	12.4	121	68.0	35	19.7
Difficulties in composition	**Male**	30	24.6	92	75.4	0	0.0
	Female	16	9.0	161	90.4	1	0.6
Overall learning difficulties of English language	**Male**	45	36.9	56	45.9	21	17.2
	Female	29	16.3	95	53.4	54	30.3

Hypothesis

There is no significant difference between male and female students in their learning difficulties.

Dimensions of learning difficulties English language of high school students	**Category**	**N**	**Mean**	**S.D**	**Calculated 't' value**	**Remarks at 5% level**
Attitude	**Male**	122	9.13	2.681	0.362	NS
	Female	178	9.02	2.701		
Teacher's performance	**Male**	122	9.12	2.848	4.154	S
	Female	178	10.37	2.336		
Family background	**Male**	122	6.15	2.173	2.578	S
	Female	178	6.74	1.767		
School atmosphere	**Male**	122	7.16	3.472	2.211	S
	Female	178	7.98	2.874		
Peer group influence	**Male**	122	3.39	1.429	3.251	S
	Female	178	3.90	1.245		
Difficulties in prose	**Male**	122	9.20	2.962	3.891	S
	Female	178	10.55	2.929		
Difficulties in Grammar	**Male**	122	5.65	2.238	4.122	S
	Female	178	6.61	1.804		
Difficulties in composition	**Male**	122	4.75	1.697	4.855	S
	Female	178	5.66	1.500		

Overall learning difficulties of English language	**Male**	122	54.57	13.482	4.268	S
	Female	178	60.82	11.725		

Findings of the Study

There is no significant difference between male and female students in their in their attitude, learning difficulties of English language. there is significant difference between male and female students in their in their teacher's performance, family background, school atmosphere, peer group influence, difficulties of prose, difficulties in grammar, difficulties in composition and overall learning difficulties of English language. While comparing the mean scores of male students (mean =9.12) and female students (mean=10.37) in their teacher performance, the female students are better than the male students.

Conclusion

It has been a wonderful experience for the investigator to undertake this research work. It has helped to know the exact causes which affect the studies in learning difficulties in English Rajapalayam Taluk.

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COMPUTER ACCESS AMONG HIGHER SECONDARY TEACHERS WORKING IN RURAL AND URBAN SCHOOLS

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Abstract

The present study was carried out to compare the computer accessibility among higher secondary teachers working in rural and urban schools. The tool was prepared and validated by the investigator. The investigator found that the accessibility to computer of higher secondary teachers in urban areas is high. The urban higher secondary teacher's level is higher than rural teachers in all the areas related to computers.

Introduction

In the age of information Technology, not only the students but also the teachers need to be conversant with the knowledge of computers. In order to get full exposure to changing technology the teachers also need to handle computers on a daily basis. Apart from this, teachers need to give more visual effects & ideas to the modern teaching-learning process and this is possible only with the Multi – media presentations, Graphics etc. with the computer, LCD, smart board, etc., given by the Tamil Nadu Government to all the schools located in both rural and in urban areas.

Need for the Study

Computer has revolutionised the whole world. The education is no exception to it. It has influenced the field of education at all level. It has amplified the process of teaching and learning. The government of Tamil Nadu has come out with free laptops to higher secondary students and smart board to all the schools for teaching learning process. In this context, there is a need for accessibility of computer among higher secondary teachers and this study has posed a question of what is the level of accessibility computer among higher secondary teachers in rural and urban areas.

Background of the Problem

Research studies (Jones 2004; Al-Senaidi et al. 2009; Karasavvidis 2009; Agyei and Voogt 2011; Prestridge 2012) have reported a number of barriers/obstacles teachers experience in the integration of ICT in their classrooms such as lack of access to resources, lack of confidence among teachers, lack of time, lack of training opportunities, technical problems, lack of knowledge about ways to integrate ICT in lessons, poor administrative support and poor fit with the curriculum. The published report (Jones 2004) included the following conclusions: (a) levels of access to ICT are significant in determining levels of use of ICT by teachers, (b) teachers are sometimes unable to make full use of the technology because they lack the time needed to prepare materials for lessons, (c) resistance to change is a factor which prevents the integration of ICT in the classroom, (d) technical faults with ICT equipment are likely to lead to lower levels of ICT usage and (e) teachers who have little or no confidence in using computers in their work, will try to avoid them.

Terms and Definitions

Computer Access refers to ease of use of computers in schools and at home by higher secondary teachers.

Higher secondary teachers refer Post Graduate Assistants in various subjects of higher secondary course.

Objective of the Study

To find out the accessibility of computer among higher secondary teachers in terms of location of school

Hypotheses of the Study

The accessibility of computer among higher secondary teachers in terms of location of school is moderate.

Methodology

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

Population for the Study

The population for the present study consists of higher secondary teachers working in the schools Madurai Revenue District

representing Government, Government Aided and Self financing schools were selected randomly.

Sample

The data were collected from 440 practicing higher secondary school teachers from 56 schools of Madurai Revenue District representing Government, Government Aided and Self financing schools were selected randomly.

Sampling Technique

The investigator has used random sampling technique.

Variables of the Study

In a research, variable is the conditions or characteristics the experimenter manipulates, controls or observes. The present study is survey in nature. The research variable is on computer access among higher secondary teachers working in Rural and Urban areas of Madurai District.

Tools Used

Computer access scale was prepared and validated by the investigator.

Data Analysis

The collected data was qualitatively analysed.

Results and Discussion

1. The accessibility to computer of higher secondary teachers in urban areas is high.

Table 1
Accessibility to computer

Variable	YES																NO	%
	Home						Institution											
Location of the school	Have Personal Computer	%	Have Laptop	%	Have Tablet	%	Every one provided with PC	%	Sharing PC in the staff room	%	Sharing PC in the Office / Library	%	Browsing Centre	%	Other Sources	%		
Rural	19	4	25	6	5	1	4	1	3	1	3	1	24	5	0	0	25	6
Urban	106	24	73	17	23	5	9	2	7	2	10	2	27	6	2	0	75	17
Total	125	28	98	22	28	6	13	3	10	2	13	3	51	12	2	0	100	23

From the above table it is inferred that the accessibility of higher secondary teachers working in urban areas is high. In Urban areas 24% of higher secondary teacher have accessibility to personal computer in home, 17% to laptops and 23% to tablet. In the Institution 2% have accessibility to computer through their individual PC provided, 2% through sharing of PC in their staff room and 2% of them through sharing PC in the office / library. In the browsing centres 6% have accessibility to computer. In the rural areas 4% of higher secondary teacher have accessibility to personal computer in home, 6% to laptops and 1% to tablets. In the Institution 1% have accessibility to computer through their individual PC provided, 1% through sharing of PC in their staff room and 1% of them through sharing PC in the office / library. In the browsing centres 5% have accessibility to computer. There are 17% of teachers who have no accessibility to computer in urban area and 6% are not accessible to computer in rural areas.

2. The accessibility to computer for academic work of higher secondary teachers in urban areas is high.

Table 2
Accessibility to computer for academic work

Variable	YES														NO	%
	Teaching / learning process				Preparing notes						Administrative work					
Location of the school	For conducting practical class	%	Only for taking Class	%	Study Materials	%	Question Bank	%	CAI package	%	Preparing Mark Statement	%	Setting Question Papers	%		
Rural	25	6	22	5	13	3	10	2	0	0	6	1	7	2	25	6
Urban	69	16	61	14	34	8	19	4	8	2	11	3	13	3	117	27
Total	94	21	83	19	57	13	29	7	8	2	17	4	20	5	142	32

It is inferred from the above table that the accessibility to computer for academic work of higher secondary teachers in urban area is high. In urban areas 16% of higher secondary teachers have accessibility to computer for conducting practical class, 14% for only taking class, 8% of them in preparing study materials, 4% for preparing question bank, 2% for preparing CAI package, 3% in preparing mark statement and 3% in setting question papers. In the rural areas 6% of higher secondary teachers have accessibility to computer for conducting practical class, 5% of them for taking class, 3% for preparing study materials, 2% for preparing question bank, none for preparing CAI package, 1% for preparing mark statement and 2% for setting question papers. In urban areas 27% of higher secondary teachers are not accessible to computer for academic work and in rural 6% of higher secondary teachers are not accessible to computer for academic work.

3. The accessibility to computer printer of higher secondary teachers in urban areas is high.

Table 3
Accessibility to computer printer

Variables	YES						NO	%
Location of school	Home	%	Institution	%	Browsing Centres	%		
Rural	21	5	43	10	10	2	34	8
Urban	71	16	77	18	31	7	153	35
Total	92	21	120	27	41	9	187	43

It is inferred from the above table that the accessibility to computer printer of higher secondary teachers in urban area is high. In urban areas 16% of higher secondary teachers have accessibility to computer printer in home, 18% in the Institutions, 7% in the browsing centres and 35% were not accessible to printer. In rural areas 5% are accessible to computer printer in home, 10% in the Institution, 2% in the browsing centres and 8% are not accessible to computer printer.

4. The accessibility to internet of higher secondary teachers in urban areas is high.

Table 4
Accessibility to Internet

Variable	YES																		NO	%
	Home						Institution										Browsing centers			
Location of the school	Board band line	%	Mobile phone	%	Broad band data card	%	LAN	%	Broad band line	%	Mobile phone	%	Broad band data card	%	Wi-Fi	%		%		
Rural	9	2	6	1	10	2	2	0	27	6	10	2	0	0	3	1	18	4	23	5
Urban	83	19	32	7	38	9	3	1	37	8	4	1	0	0	2	0	26	6	107	24
Total	92	21	38	9	48	11	5	1	64	15	14	3	0	0	5	1	44	10	130	30

It is inferred from the above table that the accessibility to internet of higher secondary teachers in urban area is high. In urban areas 19% of higher secondary teachers have accessibility to internet by board band line in home, 7% by mobile phones and 9% by broad band data cards. In the Institution 1% are accessible with LAN, 8% by broad band line, 1% by mobile phone, none by broad band data cards and by wi – fi connections. In browsing centre 6% are having accessibility to internet. In rural areas 2% of higher secondary teachers have accessibility to internet by board band line in home, 1% by mobile phones and 2% by broad band data cards. In the Institution none are accessible with LAN, 6% by broad band lines, 2% by mobile phones, none by broad band data cards and 1% by wi – fi connection. In browsing centre 4% are accessible.

5. The accessibility to internet for personal work of higher secondary teachers in urban areas is high.

Table 5
Accessibility to computer with internet for personal work

Variable	YES								NO	%
Location of school	Email	%	Chatting	%	Down loading information	%	Video conferencing	%		
Rural	15	3	16	4	41	9	11	3	25	6
Urban	60	14	10	2	120	27	19	4	123	28
Total	75	17	26	6	161	37	30	7	148	34

It is inferred from the above table that the accessibility to internet for personal work of higher secondary teachers in urban area is high. In urban areas 14% of higher secondary teachers have accessibility to email, 2% for chatting, 27% for downloading information and 4% for video conferencing. In the rural areas 3% of higher secondary teachers have accessibility to email, 4% for chatting, 9% for downloading information and 3% for video conferencing.

6. The accessibility to LCD projector of higher secondary teachers in urban areas is high.

Table 6
Accessibility to LCD projector

Variable	YES						NO	%
Location of school	Classroom	%	Audio visual room	%	Mobile Projector	%		
Rural	24	5	42	10	2	0	40	9
Urban	36	8	72	16	5	1	219	50
Total	60	14	114	26	7	2	259	59

It is inferred from the above table that the accessibility to LCD projector of higher secondary teachers in urban area is high. In urban areas 8% of higher secondary teachers have accessibility to LCD in their classroom, 16% in their audio visual room and 1% with the mobile projector. In rural areas 5% of higher secondary teachers have accessibility to LCD in their classroom, 10% in their audio visual room and none with the mobile projector.

7. The accessibility to smart board of higher secondary teachers in urban areas is high.

Table 7
Accessibility to Smart board

Variable	YES						NO	%
Location of school	Classroom	%	Smart board	%	Seminar Hall	%		
Rural	28	6	46	10	8	2	26	6
Urban	36	8	85	19	15	3	196	45
Total	64	15	131	30	23	5	222	50

It is inferred from the above table that the accessibility to smart board of higher secondary teachers in urban area is high. In urban areas 8% of higher secondary teachers have accessibility to smart board in their classroom, 19% in their audio visual room and 3% in the seminar hall. In rural areas 6% of higher secondary teachers have accessibility to smart board in their classroom, 8% in their audio visual room and 2% in the seminar hall.

8. The accessibility to computer for project work, government communication and video conferencing of higher secondary teachers in urban areas are high.

Table 8
Accessibility to computer for project work, government communication and video conferencing

Variable	Do you have accessibility to computer for doing Project work?				Do you have accessibility to computer Govt communication				Do you have accessibility to computer for Video conferencing in your institution?			
Location of school	YES	%	NO	%	YES	%	NO	%	YES	%	NO	%
Rural	65	15	43	10	29	7	79	18	7	2	101	23
Urban	116	26	216	49	89	20	243	55	36	8	296	67
Total	181	41	259	59	118	27	322	73	43	10	397	90

It is inferred from the above table that the accessibility to computer for project work, government communication and video conferencing of higher secondary teachers in urban area are high. In urban areas 26% have accessibility to do project work, 20% for sending government communication and 8% for video conferencing. In rural areas 15% have accessibility for government communication and 2% for video conference.

Conclusion

Accessibility to Computer for teachers in this era in the field of education is very essential. The location of the school plays the major role in the accessibility to computer. The accessibility to computer by urban teachers are high when compare to the rural teachers. The role of teachers is to build future students who are the pillars of our nation by improving the quality of education process. The present students are very well exposed to modern technology and their knowledge and thinking are very fast. To cope up with the students, the teachers should be well competent and capable of using modern technology wherever the school is located.

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