AKCE QUEST

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EDITORIAL...

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

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

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

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

Dr. A. R. Anandha Krishnaveni
Editor

CONTENTS

A STUDY ON ACHIEVEMENT MOTIVATION AND SELF EFFICACY OF HIGHER SECONDARY STUDENTS

S. Kasthuri

Abstract

Education means the modification of behavior. Education is on activity or a process, which transforms the behavior of a person from "instinctive behavior" to human behavior. Education is the deliberate and systematic influence, exerted by the mature person, upon the immature through introduction, discipline and harmonious development of physical, intellectual and social needs and directed towards the union of the educed with this creator as the final end (Redden, 1956, P-21).Education may help the individuals in bringing out and realizing all latent potentialities of the child development, of a well balanced personality, cultivation in him, flexibility and adaptability, growth of social virtues, his preparation for complete living etc.,

This investigation aims to find the difference between achievement motivation and self efficacy of higher secondary school students based on background variables. It is inferred that achievement motivation of female students is better than male students.

Introduction

Even a casual survey of the history of education will reveal that there have been different aims of education in different countries in the past. Even in the same country the aims of education have been different at different times. For example, in India the aims of education in the modern India are different from those which were prevalent in British India. The aims of education in a democratic country like England or America are not the same as they are in communist countries like USSR and China. The important determinants of the educational aims which have led to their diversity are discussed below.

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Development of the citizen only leads to the development of the country for the progress of our country "Education to all is important". So in our country education is made free to all school as agency of education shapes the character and develops the intelligence of the individuals. The pattern of education as practiced in India total comprises three major stages namely.   Pre-primary, primary, secondary, higher secondary stage followed by higher education.

1. Pre- primary education`
2. Primary education
3. Secondary education
4. Higher secondary education

Technical Terms
Achievement Motivation

Achievement motivation is the pursuit of excellence. It is the desire of an individual to achieve better in the tasks. It is defined as sense of the way in individual orients himself towards objects or conditions that he does not pose. It is based reaching success and achieving all of our aspirations in life. Achievement goals can affect the way a person performs a task and represent a desire to show competence. There basic physiological motivational drives affect our natural behavior in different environments.   Our motives for achievement can range from biological needs to satisfying creative desires or realizing success in competitive ventures. Motivation is important because it affects our lives every day. All of our behaviors, actions, thoughts, and beliefs are influenced by our inner drive succeed.

Self Efficacy

Albert Bandura (1977), the former president of the American psychological association, developed one of the most influential cognitive theories of personality. He began with observational learning theory and the idea that human being observe, thing about immediate behavior.

Bandura argued the people's expectation of mastery and achievement and their own determine the types of behavior they will engage and the amount of list they will undertake. He used the term "self- efficacy" to describe a person's belief about whether he or she can successfully engage in and execute a specific behavior. A judgment

about self- efficacy determines how much effort people will expand and how long they will persist in the face of obstacles.

Bandura (1997), says that self – efficacy has a powerful influence over behavior. For example, a student who has low self – efficacy might not even try to study for test because they do not believe it with do him any good.

Title of the Problem

"A STUDY ON ACHIEVEMENT MOTIVATION AND SELF EFFICACY OF HIGHER SECONDARY STUDENTS".

Operational Definitions of the Term

The investigator adopts the following definitions for the terms used in the title of the present study.

Higher Secondary School Students

By Higher secondary school students, the investigator means the students studying in standard XI, XII in higher secondary schools under State Board of secondary Education.

Significance of the Study

Moreover achievement motivation is positively correlated with academic achievement. Achievement motivation may help the individual to attain the aimed goals within the stipulated period. So, every student should have achievement motivation to succeed in their life.

Self efficacy as beliefs in one's capabilities to organize and execute the courses of action required to produce given attainments. Students' sense of efficacy is judgment about capabilities to inference students' engagement and learning. Even among the students who may be difficult or unmotivated, students with a strong sense of efficacy tend to exhibit greater level of planning, organization and enthusiasm and spend more time learning in areas and unable to succeed in their life aimed goals, when their sense efficacy is higher. Even though, the good motivated student tend to avoid subjects and very difficult to achieve life when their efficacy lower.

In the field education is concerned teacher has the responsibility to develop both skills. These two skills influence their goals and achievements of higher secondary students. This study may

be helpful for the academic counselors, teacher educator, parents, who are responsible for the students' future. So the investigator wants to study the achievement motivation and self efficacy of higher secondary students.

General Objectives

To find out the level of achievement motivation and self efficacy of higher secondary students. To find out significant difference if any in the achievement motivation and self efficacy of higher secondary students with respect to the background variables.

Hypothesis

There is no significant difference in the achievement motivation and self efficacy of higher secondary students with respect to background variables.

Methodology

The investigators had achievement motivation and self efficacy question are used survey method as a technique and stratified random sampling to draw the sample .the strata used were male ,female , government ,aided, private ,rural ,urban areas schools.

Population & Sample

Population

Population or universe is the aggregate of all units possessing certain special characteristics on which the sample seeks to draw inference. The population of the present study consists of students in standard XI.

Sample

A small proportion of a population, selected for observation and analysis is known as sample. The sample for the present study was randomly drawn from the population. The size of the sample of study was 275; the sample was collected from 9 schools in XI standard level.

Research Tool

A value perception scale developed and validated by Achievement motivation inventory developed by Pratiba Deo & Asha

Mohan,(1985). **Self-efficacy scale –** Adopted the tool developed by Annaraja and Vasimalai Raja(2009) was used to gather the data.

Description of Achievement Motivation Inventory

Sections	Dimensions of Achievement Motivation	No. of items
A	Accomplishment	1-10
B	Power	11-20
C	Recognition	21-30
D	Affiliation	31-40
E	Strength	41-50

Differential Analysis
Null hypothesis-1
There is no significant difference in the achievement motivation of higher secondary students with respect to sex

Significant Difference in the Achievement Motivation of Higher Secondary Students with Respect to Sex

Achievement motivation	Sex				Calculated 't' value	Remarks at 5% level
	Male (N=134)		Female (N=141)			
	Mean	S.D	Mean	S.D		
Accomplishment	36.93	6.620	38.82	5.806	2.52	S
Power	35.37	6.968	35.59	6.167	0.28	NS
Recognition	35.77	7.503	37.48	5.779	2.11	S
Affiliation	36.39	5.541	37.28	5.720	1.30	NS
Strength	35.70	6.308	36.22	6.610	0.66	NS
Achievement Motivation	180.16	23.94	185.38	19.913	1.97	S

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

The calculated' values are lesser than table value in the dimensions power, affiliation, and strength. Hence the null hypothesis "There is no significant difference in the achievement motivation of higher secondary students with respect to sex" is accepted. Hence there is no significant difference in power, affiliation and strength with respect to sex.

The calculated' values are greater than the table for accomplishment, recognition, and achievement motivation. Hence there is significant difference in accomplishment, recognition and achievement motivation with respect to sex.

Significant Difference in the Achievement Motivation of Higher Secondary Students with Respect to Location of School

Achievement motivation	Location of school				Calculated 't' value	Remarks at 5% level
	Rural (N=103)		Urban (N=172)			
	Mean	S.D	Mean	S.D		
Accomplishment	38.07	6.510	37.80	6.149	0.33	NS
Power	35.32	6.253	35.58	6.750	0.31	NS
Recognition	36.49	7.794	36.74	6.004	0.30	NS
Affiliation	37.31	5.956	36.56	5.442	1.06	NS
Strength	35.73	6.263	36.11	6.586	0.47	NS
Achievement Motivation	182.91	24.886	182.79	20.300	0.04	NS

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

The calculated "t" values are lesser than the table value in dimensions accomplishment, power, recognition, affiliation strength, achievement motivation. Hence the null hypothesis, "There is no significant difference in the achievement motivation of higher secondary with respect to location of school" is accepted. Hence there is no significant difference in accomplishment, power, recognition, affiliation strength, and achievement motivation with respect to location of school.

Sum of Squares and Mean Squares of Achievement Motivation of Higher Secondary School Students with Respect to Type of School and Calculated 'F' Value

Achievement motivation	Source of variation	Sum of squares	Means square	Calculated 'F' value	Remarks at 5% level
Accomplishment	Between Groups	345.407	172.703	4.497	S
	Within Groups	10446.942	38.408		
Power	Between Groups	393.366	196.683	4.696	S
	Within Groups	11391.274	41.880		
Recognition	Between Groups	11.621	5.811	0.128	NS
	Within Groups	12351.455	45.410		
Affiliation	Between Groups	38.182	19.091	0.598	NS

	Within Groups	8680.094	31.912		
Strength	Between Groups	47.221	23.611	0.564	NS
	Within Groups	11379.484	41.836		
Achievement Motivation	Between Groups	8.008	4.004	0.008	NS
	Within Groups	133633.628	491.300		

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

Results

The calculated 'F' values are lesser than the table value in dimensions recognition, affiliation, strength, and achievement motivation. Hence the null hypothesis "There is no significant difference in the achievement motivation of higher secondary students with respect to type of school" is accepted. Hence there is no significant difference in recognition, affiliation, and strength and achievement motivation with respect to type of school.

The 't' test results shows that there is significant difference between boys and girls in achievement motivation of higher secondary students. While comparing mean scores of male and female students, the female students have more accomplishment (38.82), recognition (37.48), and achievement motivation (185.38), than the male students. This may be due to the reason that, the female students have more responsibilities from their adolescence stage. The attitude of society is girls are the backbone of the family. So they have more achievement motivation than boys.

The 'F' test revels that there is significant difference among government, aided and unaided school students in achievement motivation of higher secondary students. While comparing the mean scores of government school students have more accomplishment (38.82), than the Aided, and Self-finance school students. This may be due to the fact that government school teachers provide guide to their students with through their experience they can motivate their students with acknowledgement of their psychological defects. But in the case of private and government aided schools teachers wish to attain their goal without considering the students psychological

defects.   So the students get flustered, their achievement motivation is low.

The 'F' test revels that there is significant difference among boys, girls and co-education schools students in achievement motivation of higher secondary students. While comparing the mean scores of boys, girls and co-education, the co-education school students have more accomplishment (41.09), recognition (38.83), and affiliation (39.13), and achievement motivation (191.70), than the boys and girls school students. This may be due to fact the co-educational schools are using innovative teaching like group teaching, co-operating learning. Among the students they can share their difficulties with their co-learner without any hesitation. But, in the case of boys and girls school they felt shy sight to move with their opposite sex. It may decrease their confidence.

Conclusion

Even though there are some limitations in the present study, it is evident that the achievement motivation towards academic achievement of higher secondary students is average.   The recommendations given by the investigator may be very helpful for improving the achievement motivation of higher secondary school students. This study will be fruitful when suggestions given by the investigator are applied for further research and it will be of great help for those who want to study further in this field.

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RELATIONSHIP BETWEEN MENTAL HEALTH AND ACADEMIC ACHIEVEMENT OF STUDENTS WITH VISUAL IMPAIRMENT AT HIGHER EDUCATION

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Abstract

Mental health affects many aspects of our lives. It influences how we think and feel about ourselves and others. Mental health influences the academics of every human being. Majority of children with visual impairment have delayed in developing mental health. So it will affect the academic enhancement of them. The present investigation analyses the relationship between mental health and academic achievement of children with visual impairment at higher education. The main objectives of the study are to find out the status of mental health and academic achievement. The study also analyses the relationship between mental health and academic achievement. The results reveal that the mental health and academic achievement of visually impaired students is found to be in average level and there is no significant relationship between mental and academic achievement of children with visual impairment.

Introduction

Mental health problems can have a mild impact on all aspects of academic achievement of visually impaired people. At the individual level, mental health problems can affect all aspects of the student's physical, emotional, cognitive, and interpersonal functioning. Mental health problems may also have a negative impact on academic performance, retention, and graduation rates. All children are not alike in relation to their mental and physical attributes, some are highly gifted while other are less talented, some have physical disabilities like blindness or low vision, deafness, some are retarded in intellectual development, some may be emotionally disturbed or are unable to make a proper adjustment in educational institutions, or community some may have learning disabilities.

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Background of the study

        Javeed. et.al (2012) conducted a study on mental health and academic achievement of visually impaired and crippled students. The visually impaired and crippled students showed somewhat similar mental health, but a significant mean difference was found between two groups of students on their academic achievement.

        Nadeem et al (2012) conducted a study on "Study of mental health of visually impaired and hearing impaired rural and urban adolescent students". The results reveal that there was significant mean difference between the two groups of students on their mental health.

Significance of the study

        A visually impaired student does not get proper orientation about their surroundings which limits the development of mental health. This study is intended to analyze the factors which are influencing the development of mental health. Numerous studies have been conducted on mental health of students without disabilities. But there are no much contributions in the area of mental health for the visually impaired. So the researcher felt the need to undertake the present study.

Statement of the problem: "Relationship between mental health and academic achievement of students with visual impairment at higher education".

Operational definitions

Mental health: In this present study, mental health includes 16 factors namely optimism, Adaptability, Sense of security, Regularity of habits, Emotional maturity, social conformity, freedom from sociopathic tendencies, recreational pursuit, mastery of environment, Positive attitudes towards, Positive attitudes towards others, freedom from negativism, freedom from nervous symptoms, freedom from withdrawing tendencies and concept of degrees of freedom.

Academic achievement: Academic achievement in this study refers to the academic performance of the students with visual impairment in the semester examinations conducted by the collages.

Students with visual impairment: Visual impairment refers to a condition where an individual is having total blindness or low vision. Here both the categories are included in this investigation.

Objectives

- To find out the mental health of students with visual impairment at higher education.
- To find out the academic achievement of students with visual impairment at higher education.
- To find out the relationship between mental health and academic achievement of students with visual impairment at higher education.

Hypothesis

There will be no significant relationship between mental health and academic achievement of students with visual impairment at higher education.

Methodology

Method adopted: The research design selected for the present study is co-relational study coming under descriptive research.

Tools

1. **Mental health status scale:** The investigator adopted one standardized mental health scale, which was prepared by Abraham and Prasanna (1981).
2. **Academic achievement scores:** The investigator collected the marks obtained by the each individual student in their semester examination conducted by the institutions.

Sampling procedure

In this study the investigator has been adopted purposive sampling technique under non-probability sampling method for the selection of samples for the present study. The investigator collected 23 samples from the various colleges in Coimbatore district, Tamil Nadu.

Statistical techniques used

Computation frequencies and percentages, Computation of arithmetic mean and standard deviation &Co-efficient of correlation

Analysis

Objective 1- To find out the mental health of students with visual impairment at higher education.

Table 1

Categories, number and percentage of mental-health of visually impaired students at higher education

Categories of mental-health	Range of scores	Frequency	Percentage
Low	below 77	7	30.41
Average	78-104	15	65.24
High	above 105	1	4.35
Total		23	100.00

Table-1 shows that most (65.20%) of the visually impaired students fall in to average category of mental health. Only a small proportion (4.35%) of students with visual impairment possesses high Mental Health. Others found to have low (30.41 %) mental health.

Objective 2- To find out the academic achievement of students with visual impairment at higher education.

Table 2

Categories, number and percentage of Academic achievement of students with visual impairment at higher education

Categories of Academic achievement	Range of scores	Frequency	Percent
Low	below 50	1	4.35
Average	51-75	16	69.57
High	above 76	6	26.08
Total		23	100.00

Table 2 shows that most (69.57%) of the visually impaired students fall in to average category of academic achievement. Only a small proportion (4.35%) of students with visual impairment possesses high academic achievement. Others found to have low (26.08 %) academic achievement.

Objective 3- To find out the relationship between mental health and academic achievement of students with visual impairment at higher education.

Hypothesis: There will be no significant relationship between mental health and academic achievement of students with visual impairment at higher education.

Table 3
Co-efficient of correlation between mental-health and academic achievement of students with visual impairment

Ser. no	Variables	df	'r'-value	Sig (p-value) (2-tailed)	Result
1	Mental Health	22	.190	.383	Not Significant
2	Academic Achievement				

Table 3 shows that the relationship between academic achievement and mental health of students with visual impairment at higher education. The calculated 'r'-value is .190 which is lower than the table value (.423) at 0.05 level of significance and the p-value .383 which is higher than the 0.05 level of significance, (r= .190, P>0.05).Hence the null hypothesis that there will be no significant relationship between mental health and academic achievements of students with visual impairment at higher education is not rejected. Further, since 'r'=0.190, 'r²' or co-efficient of determination $(0.190)^2$= 0.0361. This scores that mental health would explain or account for only 3.61% of the variance observed in academic achievement for students with visual impairment at higher education.

Result: There is no observed relationship between mental health and academic achievements of students with visual impairment at higher education.

Result & Discussion

1. The study measures mental-health and academic achievement of visually impaired students. The study reveals that the mental-health of visually impaired students is average.

2. The study also reveals that the academic achievement of visually impaired students is average.

3. The major implication of this study is there is no observed significant relationship between mental-health and academic achievement of students with visual impairment. The Study brings about new knowledge based on mental-health and academic achievement of visually impaired students.

Conclusion

Mental-health is concerned with the health of one's mind and its functioning in the same way physical health is concerned with the health of one's physical organs and their functioning. Mental-health denotes a state of balanced or equilibrium of our mind. This balance is not static it is quite dynamic. Mentally healthy person is one who is happy, lives peacefully with his neighbors, makes his children healthy citizens and after fulfilling such basic responsibilities is still empowered with sufficient strength to serve the cause of the society in anyway.

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A STUDY ON THE SELF ESTEEM OF B.Ed WOMEN STUDENTS

P. Raja

Abstract

This research paper is an attempt to find out the self esteem of B.Ed women students. The sample of 250 women candidate from college of education in Virushunagar District. The tool used for the present study were Self Esteem Inventory developed and standardized by Dr.S.Karunanithi, 1996. The mean, Standard Deviation, 't' test are the statistical technique used for data analysis. The investigator found that

1. *There is no Significant difference in the mean values of the components of Self Esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem with reference to Type of institutions of women students studying in college of Education.*
2. *There is no Significant difference in the mean values of the components of Self Esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem with reference to Type of Management of women students studying in college of Education.*
3. *There is no Significant difference in the mean values of the components of Self-esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem with reference to Locality of women students studying in college of Education.*

Introduction

Rosenberg (1960) defined self-esteem as the, **"Stable sense of personal worth and worthiness".** The report of the California Task Force (1990) defined Self- Esteem as **"**appreciating my worth and importance and having the character to be accountable for myself and to act responsibly towards others**".**

According to Branden (1994), **"**self-esteem is directly affected by how we act. Causation flows in both directions. There is a continuous feedback loop between our actions in the world and out self-esteem. The level of our self-esteem influences how we act, and how we act influences the level of out self-esteem**".**

Self-esteem is how we fell about ourselves. It is an image we create. This is not just one image but many images. Our successes and the values we place on those successes from the foundation on which we build our self-esteem.

High self-esteem has been correlated with academic success in school, internal locus of control, high family outcome and positive sense of self- assertiveness.

Low self-esteem has been correlated with low life satisfaction loneliness, anxiety, resentment, irritability, and depression.

Hence the investigator conducted a study on the self esteem of B.Ed Women students

Objectives of the Study

Following are the objectives of the present study:

- To revalidate the already standardized tools on Self Esteem.
- To find out the significant difference in the Self Esteem and Type of Institution of the women students of college of education.
- To find out the significant difference in the Self Esteem and Type of Management of the women students of college of education
- To find out the significant difference in the Self Esteem and Locality of the women students of college of education

Hypothesis

1. There is no Significant difference in the mean values of the components of Self Esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem with reference to Type of institutions of women students studying in college of Education.
2. There is no Significant difference in the mean values of the components of Self Esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem with reference to Type of Management of women students studying in college of Education .
3. There is no Significant difference in the mean values of the components of Self-esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale,

Body and Physical appearance and overall Self Esteem with reference to Locality of women students studying in college of Education.

Methodology
Sample

A sample of 250 B.Ed student teachers were selected for the study from various colleges of education in Virudhunagar District. They were selected through random sampling technique.

Tools

Self Esteem Inventory developed and standardized by Dr.S.Karunanithi, 1996.

Statistical Techniques Used

The mean, Standard Deviation, 't' test and 'P" value used for data analysis.

Analysis of Data
Testing of Hypothesis 1

Table 1
't' test results : Self Esteem and Type of Institutions of the women students of college of Education

Components of Self Esteem	Type of Institutions	Mean	Std. Deviation	"t" value	Df	'P' Value	Sig/ Non.sig
Competency	Women	42.87	6.981	7.262	248	0.654	NS
	Co-education	43.33	8.230	8.270			
Global self esteem	Women	49.25	8.118	8.541	248	0.873	NS
	Co-education	49.45	10.025	10.064			
Moral and self- control	Women	37.51	4.714	4.875	248	0.794	NS
	Co-education	37.69	5.730	5.792			
Social esteem	Women	35.51	4.883	5.408	248	0.973	NS
	Co-education	35.53	5.573	5.348			
Family Scale	Women	37.11	4.539	4.803	248	0.169	NS
	Co-education	36.22	5.198	5.122			
Body and Physical appearance	Women	26.97	5.094	5.643	248	0.667	NS
	Co-education	27.24	4.735	4.245			
Overall Self Esteem	Women	229.22	25.326	26.879	248	0.950	NS
	Co-education	229.46	31.322	31.330			

The above table shows that the 't' value for components of Self Esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem are 0.449,0.161,0.261,0.034, 1.380,0.431 and 0.063 respectively. These 't' values are less than table value 1.96 for df 248 at 5 % level. Hence the null hypothesis is accepted for these variables.

Testing of Hypothesis 2

Table 2

't' test results : Self Esteem and Type of Management of the women students of college of education

Components of Self Esteem	Type of Management	Mean	Std. Deviation	"t" value	Df	'P' Value	Sig/ Non.sig
Competency	Government	43.95	6.981	1.078	248	0.282	NS
	Private	42.79	8.230				
Global self esteem	Government	49.81	8.118	0.486	248	0.627	NS
	Private	49.17	10.025				
Moral and self- control	Government	38.01	4.714	0.762	248	0.447	NS
	Private	37.45	5.730				
Social esteem	Government	35.39	4.883	0.264	248	0.792	NS
	Private	35.58	5.573				
Family Scale	Government	37.08	4.539	1.058	248	0.291	NS
	Private	36.35	5.198				
Body and Physical appearance	Government	26.77	5.094	0.796	248	0.427	NS
	Private	27.29	4.735				
Overall Self Esteem	Government	231.00	25.326	0.583	248	0.561	NS
	Private	228.64	31.322				

The above table shows that the 't' value for components of Self Esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem are 1.078, 0.486, 0.762, 0.264, 1.058, 0.796 and 0.583 respectively. These 't' values are less than table value 1.96 for df 248 at 5 % level. Hence the null hypothesis is accepted for these variables.

Testing of Hypothesis 3

Table 3

't' test results : Self Esteem and Locality of the women students of college of education

Components of Self Esteem	Locality	Mean	Std. Deviation	"t" value	Df	'P' Value	Sig/ Non.sig
Competency	Rural	43.25	7.946	0.238	248	0.812	NS
	Urban	43.01	7.806				
Global self esteem	Rural	50.18	9.324	1.542	248	0.124	NS
	Urban	48.32	9.591				
Moral and self- control	Rural	37.40	5.477	0.737	248	0.462	NS
	Urban	37.91	5.390				
Social esteem	Rural	35.63	5.056	0.359	248	0.720	NS
	Urban	35.39	5.752				
Family Scale	Rural	36.45	4.599	0.438	248	0.662	NS
	Urban	36.73	5.507				
Body and Physical appearance	Rural	27.37	4.588	0.879	248	0.380	NS
	Urban	26.83	5.162				
Overall Self Esteem	Rural	230.28	28.622	0.554	248	0.580	NS
	Urban	228.18	30.856				

The above table shows that the 't' value for components of Self Esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem are 0.238, 1.542, 0.737, 0.359, 0.438, 0.879 and 0.554 respectively. These 't' values are less than table value 1.96 for df 248 at 5 % level. Hence the null hypothesis is accepted for these variables.

Findings

1. There is no Significant difference in the mean values of the components of Self Esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem with reference to Type of institutions of women students studying in college of Education.

2. There is no Significant difference in the mean values of the components of Self Esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem with

reference to Type of Management of women students studying in college of Education.

3. There is no Significant difference in the mean values of the components of Self-esteem namely Competency, Global Self Esteem, Moral and Self-control, Social Esteem, Family Scale, Body and Physical appearance and overall Self Esteem with reference to Locality of women students studying in college of Education.

Conclusion

The study reveals that the type of Institution, Type of Management and locality has nothing to do with the self esteem of B.Ed women students. There is no significant difference between women and co-education, Government and Private and Locality of B.Ed women students with regard to their self esteem. There is no doubt that the education helps the women to develop self esteem and self confidence, to have the ability to make their own decisions. This study suggests that it is necessary to implement some special programs to the women students to develop their self esteem.

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INTERNET SKILL FOR EMPLOYABILITY AMONG WOMEN PROSPECTIVE TEACHERS

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Abstract

Technology is not a panacea for all educational ill; today's technological application of internet is essential tools for all prospective teachers to their employability and teaching skill. Internet and its skills can empower women prospective teachers and to create effective and efficient in their teaching professionals with the competency. The present study was carried out to determine and tries to bring out importance of internet skill for employability among women prospective teachers. The survey method has been adopted and data were collected from 132 women prospective teachers working in colleges of educations in Virudhunagar District, Tamil Nadu. The present study followed stratified random sampling method. Internet skill for employability tool has three dimensions namely basics skills, working skills and surfing skills. This tool consists of 45 statements. The findings of this study on Internet Skill among Women Prospective Teachers have been described.
Keywords: Internet skill for employability, Prospective teachers

Introduction

Internet is an irrefutable advanced invention in telecommunication and its extensive purpose cannot be soon replaced very soon by any other means. Internet as an integral part of educational process and supported methods and material in the classroom to enhance the teaching learning process in more effective way. Today it has become the duty of each teacher to get equipped and skilled in handling the internet. The teachers who are not aware of internet and its skills that lead to lack in teacher's effectiveness.

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Need for the Study

Being prospective teachers, they should have complete knowledge about the internet skills and way of utilizing them it for employability. This study provides a glimpse of the usage of skill of internet for employability in every walk of our life. So it is the custom to study the internet skill for employability among women prospective teachers.

Objectives of the Study

- To assess the Internet skill for employability and its dimensions among women prospective teachers in College of Education.
- To find out the difference in the Internet skill among women prospective teachers with regard to their age, qualification, arts and science prospective teachers, those who have or have not computer with internet connection and those who have or have not internet usage in regularly, often and rarely.

Hypotheses of the Study

- There is no significant difference between women prospective teachers aged 25 years and above 25 years in their Internet skill for employability.
- There is no significant difference between women prospective teachers with UG and PG qualification in their Internet skill for employability.
- There is no significant difference between arts and science women prospective teachers in their Internet skill for employability.
- There is no significant difference between those women prospective teachers who have a computer with internet connection at home and those who have not computer with internet connection at home in their Internet skill for employability.
- There is no significant difference between those women prospective teachers who have or have not use internet regularly, often or rarely in their Internet skill for employability.

Methodology

The Survey method has been adopted to study the internet skill among women prospective teachers in college of education.

Sample

A sample of 132 prospective teachers studying in various colleges of Education from Virudhunagar District was selected for the present study through stratified random sampling method.

Tool used in the present study

The present study investigator constructed and standardized internet skill for employability scale for women prospective teachers with rating scale. It consists of 45 statements and categorized under three dimensions like basic skill, working skill and surfing skill. The responses of prospective teachers are expressed in terms of 5 point scale of Strongly Agree (SA), Agree (A), Undecided (U), Disagree (D) and Strongly Disagree (SD). The reliability co-efficient was calculated by test and retest method which is equal to 0.78. Since the tool was considered to be reliable and content validity was also established.

Analysis and Interpretation of Data

To find the meaningful interpretation of raw scores collected from women prospective teachers in Virudhunagar District, the data is analysed using mean, standard deviation and 't' test.

Null Hypothesis: 1

There is no significant difference between women prospective teachers aged 25 years and above 25 years in their Internet skill for employability.

Table 1
Mean, Standard Deviations and t value for Internet skill for employability scores: Age

SKILL	25 Years (N=113)		Above 25 Years (N=19)		Calculated t value	Remark at 0.05% level
	Mean	S.D.	Mean	S.D.		
Basic Skill	64.43	6.59	62.26	3.73	0.78	NS
Working Skill	64.97	6.21	60.73	5.07	1.71	NS

Surfing Skill	63.30	9.88	63.08	8.806	1.06	NS
Total	192.71	15.12	193.68	11.55	0.32	NS

From table 2, the calculated 't' values (0.32) is less than that of table value (1.96). There is no significant difference between women prospective teachers aged 25 years and above 25 years in their Internet skill for employability in all dimensions.

While comparing their mean scores women prospective teachers aged above 25 years possess more Internet skill for employability and its dimensions than the women prospective teachers aged 32 years.

Null Hypothesis: 2

There is no significant difference between women prospective teachers with UG and PG qualification in their Internet skill for employability.

Table 2
Mean, Standard Deviations and t value for Internet skill for employability Scores: Qualifications

SKILL	UG (N=108)		PG (N=24)		Calculated t value	Remark at 0.05% level
	Mean	**S.D.**	**Mean**	**S.D.**		
Basic Skill	64.85	5.61	63.20	8.62	0.89	NS
Working Skill	65.10	5.40	62.62	8.33	1.39	NS
Surfing Skill	63.85	8.68	62.75	13.73	0.37	NS
Total	193.80	14.68	188.58	13.89	1.64	NS

From table 2 the calculated 't' value (1.64) is less than the table value (1.96). So there is no significant difference between women prospective teachers with UG and PG qualification in their Internet skill for employability.

While comparing their mean scores women prospective teachers with UG qualification possess more Internet skill for

employability and its dimensions than the women prospective teachers with PG qualifications.

Null Hypothesis: 3

There is no significant difference between the women prospective teachers in arts and science disciplines in their Internet skill for employability.

Table 3
Mean, Standard Deviations and t value for Internet skill for employability Scores: Arts and Science
Women Prospective teachers

SKILL	Arts (N=88)		Science (N=44)		Calculated t value	Remark at 0.05% level
	Mean	**S.D.**	**Mean**	**S.D.**		
Basic Skill	63.94	6.11	65.85	6.45	1.61	NS
Working Skill	64.41	5.35	65.16	7.48	0.58	NS
Surfing Skill	63.11	8.20	64.80	8.26	0.80	NS
Total	191.60	14.82	195.36	14.06	1.42	NS

From table 3, the calculated 't' values (1.42) are less than the table value (1.96). So there is no significant difference between the women prospective teachers in arts and science disciplines in their Internet skill for employability in all dimensions.

While comparing their mean scores, women prospective teachers of science discipline possess more Internet skill for employability and its dimensions than the arts discipline women prospective teachers

Null Hypothesis: 4

There is no significant difference between those women prospective teachers who have a computer with internet connection at home and those who have not computer with internet connection at home in their Internet skill for employability.

Table 4
Mean, Standard Deviations and t value for Awareness Scores:
Computer with Internet Connection At Home

SKILL	Yes (N=17)		No (N=115)		Calculated t value	Remark at 0.05% level
	Mean	S.D.	Mean	S.D.		
Basic Skill	65.23	5.16	64.45	6.41	0.56	NS
Working Skill	66.76	6.87	64.33	5.94	1.37	NS
Surfing Skill	65.41	7.02	63.39	10.02	1.03	NS
Total	197.41	13.68	192.18	14.70	1.45	NS

From table 4, the calculated 't' values (1.45) is less than that of the table value (1.96). So it is inferred that there is no significant difference between those women prospective teachers who have a computer with internet connection at home and those who have not computer with internet connection at home in their Internet skill for employability.

While comparing their mean score women prospective teachers who have a computer with internet connection at home more Internet skill for employability than who have not a computer with internet connection at home more Internet skill for employability

Null Hypothesis: 5

There is no significant difference between those women prospective teachers who have or have not use internet regularly, often or rarely in their Internet skill for employability.

Table 5
Mean, Standard Deviations and F value for Awareness Scores:
Usage of Internet

Usage of Internet	Group	Sum of Square	Df	Mean Square	F-test	Remarks at 5% level
Regular	Between Group	2663.40	2	1331.70	6.76	s
Often						
Rarely	Within Group	25386.86	129	196.79		

From table 6, calculated 't' value (6.76) is not less than the table value (3.06). So there is a significant difference between regular, often and rarely usage of internet among women prospective teachers in their Internet skill.

So the investigator analysis the post ANOVA for Significance of F tests value. From this identify difference between women prospective teachers who have regularly use internet or who have rarely use internet skill.

Findings

The data was analysed by using descriptive statistics t-test. The findings of this study are as follows.

- There is no significant difference between women prospective teachers aged 25 years and above 25 years in their Internet skill for employability its dimensions towards basic skill, working skill and surfing skill

- There is no significant difference between women prospective teachers with UG and PG qualification in their Internet skill for employability its dimensions towards basic skill, working skill and surfing skill

- There is no significant difference between arts and science prospective teachers in their Internet skill for employability and its dimensions towards basic skill, working skill and surfing skill.

- There is no significant difference between those women prospective teachers who have a computer with internet connection at home and those who have not computer with internet connection at home in their Internet skill for employability.

- There is a significant difference between those women prospective teachers who have or have not use internet regularly, often or rarely in their Internet skill for employability.

Suggestions

The following are few suggestions based on the finding of the study

- Free Internet and ICT based vocational training program should be provided to all women prospective teachers by Government.
- All the teacher training institutions should take immediate initiatives to train their women prospective teachers in usage of Internet for the better development of the skill for employability
- In Teacher training program, curriculum may be designed to incorporate a separate subject which gives practical knowledge in Internet.

Conclusion

Eventually this study exposes the minimum usage and internet skill among women prospective teachers. Prospective teachers cannot be informative and adaptable to the modern technological advancements without exploring tools in future schools. The present situation requires internet usage skills in these modern tools rather than providing just awareness. Women Prospective teachers must learn internet skill through teacher education programs. Thus this study recommends including the internet applications and its skill development as a course work with practical in the curriculum for all prospective teachers to inculcate skills irrespective of their optional subjects.

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ASSESSMENT OF DIFFERENT SKILLS OF RURAL COMMUNITY COLLEGE STUDENTS

I. Uma Maheswari

Abstract

The present study was carried out to assess the different skills of rural community college students. The tool was prepared and validated by the investigator. The investigator found that there is no significant difference among the Rural Community College students in different skills with regard to first generation learners and with regard to their course.

Introduction

"*Assessment is essential not only to guide the development of individual students but also to monitor and continuously improve the quality of programs, inform prospective students and their parents, and provide evidence of accountability to those who pay our way.*" -- Redesigning Higher Education: Producing Dramatic Gains in Student Learning by Lion F. Gardiner; ASHE-ERIC Higher Education Report Volume 23, No. 7, p. 109.

"*Educational assessment seeks to determine how well students are learning and is an integral part of the quest for improved education. It provides feedback to students, educators, parents, policy makers, and the public about the effectiveness of educational services.*" -- Knowing what students know: the science and design of educational assessment Committee on the Foundations of Assessment, Center for Education, Division on Behavioral and Social Sciences and Education, National Research Council; James Pellegrino, Naomi Chudowsky, and Robert Glaser, editors, p. 1.

Assessment and feedback are crucial for helping people learn. Assessment should mirror good instruction; happen continuously as part of instruction; and provide information about the levels of understanding that students are reaching. In order for learners to gain insight into their learning and their understanding, frequent feedback is critical: students need to monitor their learning and actively evaluate their strategies and their current levels of understanding.

Principal, Peniel Rural College of Education, Dindigul District

Significant of the Assessment

1. Identify student's skills, abilities, and needs
2. Make lesson and activity plans and set goals
3. Create new classroom arrangements
4. Select materials
5. Make decisions about how to implement learning activities
6. Report to parents and families about student's developmental status and achievement
7. Monitor and improve the teaching-learning process
8. Meet the individual needs of the student
9. Group for instruction
10. Make policy decisions regarding what is and is not appropriate for the students
11. Determine how well and to what extent programs and services student receive are beneficial and appropriate
12. Relate college activities to home activities and experiences.

Operational Definitions of Key Terms

Assessment: *To find out the level of the students*

Different skills: *The following are the skills observed (a)* Personality skills, (b) Social skills, (c) Communication skills, (d) Language skills, (e) Creative skills & (f) Leadership skill.

Community college students: *The students who have completed or failed in 10th and 12th and who have opt for the diploma and certificate courses in patient care.*

Objective of the Study

1. To find out the level of the following skills of Rural Community College Students
   a. Personality skills
   b. Social skills
   c. Communication skills
   d. Language skills
   e. Creative skills &
   f. Leadership skill.
2. To find out the significant difference if any in the skills of the Rural Community college students with regard to Course and first generation learners.

Hypothesis of the Study

1. There is no significant difference in the skills among Rural Community College Students with regard to their course (1 year / 2 years).
2. There is no significant difference in the skills among Rural Community College Students with regard to their first generation learners (yes / no).
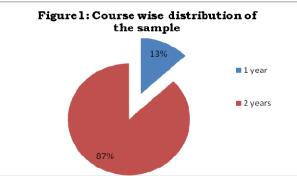
Sample of the Study

The sample for the study was the students of one year and two years programmes of Rural Community College.

Table 1
Course wise distribution of the sample

Course	No of Students	Percentage
1 year	8	13
2 years	52	87

Out of 60 samples taken for the study, 87% of the students are admitted to 2 years course and 13% of students are admitted to 1 year course.

Figure 1: Course wise distribution of the sample

Tools Used

To collect the data the following tools were prepared and validated.

1. Observation sheet on different skills
   The student's skill observation sheet consisted of 6 main items. All the items have sub – items.
2. Student's personal information sheet.

The student's personal data sheet which consists of all personal information of the students.

Administration of the Tool

The investigator visited the college and observed the students and also got the details from the staff in – charge wherever necessary. Five point Scale Scoring was done.

Statistical Technique Employed

1. Percentage analysis
2. The 't' test
3. ANOVA (Analysis of Variance)

Delimitations of the Study

- The present study was conducted only on Rural Community College students. The variable selected for the study is the skills.
- The total sample was from the community college students who are undergoing one year and two years course.
- The different skills were observed in the class using the observation schedule.

Analysis of the Data and Discussions

Overall skill status of the students

Table 2
Level of total skills of Rural Community College Students

Skills	Course	N	Low		Moderate		high	
			N	%	N	%	N	%
Personal Skills	1 year	8	1	12.50	4	50.00	3	37.50
	2 years	52	4	7.69	41	78.85	7	13.46
Social Skills	1 year	8	1	12.50	5	75.00	1	12.50
	2 years	52	4	7.69	36	69.23	12	23.08
Communication Skills	1 year	8	2	25.00	4	50.00	2	25.00
	2 years	52	4	7.69	39	75.00	9	17.31
Language Skills	1 year	8	1	12.50	6	75.00	1	12.50
	2 years	52	5	9.62	31	59.62	16	30.77
Creative Skills	1 year	8	2	25.00	4	50.00	2	25.00
	2 years	52	5	9.62	39	75.00	8	15.38

Leadership	1 year	8	2	25.00	4	50.00	2	25.00
skills	2 years	52	4	7.69	39	75.00	9	17.03
Total skills	1 year	8	2	19	5	58	2	23
	2 years	52	4	8	38	72	10	20

It is inferred from the table 2 that out of 8, one year course students, 2 students (19%) have acquired low skills, 5 students (58 %) have acquired moderate skills and 2 students (23 %) have acquired high skills and out of 52 two year course students, 4 students (8%) have acquired low skills, 38 students (72 %) have acquired moderate skills and 10 students (20 %) have acquired high skills.

Hypothesis 1

There is no significant difference between the Rural Community College students with regard to their course (1 year / 2 years)

Table 3
Data and results of 't' test for the comparison of skills of Rural Community College students based on course

Skills	Course	N	Mean	Std. Deviation	'F' Value	't' Value	Remark at 5% level
Personal Skills	1 year	8	31	4.69	0.01	0.543	NS
	2 years	52	32.27	6.331		0.676	NS
Social Skills	1 year	8	16.12	3.523	0.507	0.444	NS
	2 years	52	16.67	3.21		0.414	NS
Communication Skills	1 year	8	14.5	3.117	0.001	1.029	NS
	2 years	52	15.98	3.873		1.208	NS
Language Skills	1 year	8	7.25	2.053	1.709	1.4	NS
	2 years	52	8.52	2.429		1.586	NS
Creative Skills	1 year	8	13.62	3.583	0.224	1.42	NS
	2 years	52	15.92	4.347		1.638	NS
Leadership Skills	1 year	8	27.5	3.464	1.483	1.143	NS
	2 years	52	30.44	7.111		1.871	NS

It is inferred from the table 3 that there is no significant difference between the Rural Community College students with regard to their course (1 year / 2 years),

Hypothesis 2

There is no significant difference among the Rural Community College students with regard to first generation learners (yes / no)

Table 4
Data and results of 't' for the comparison of skills of Rural Community College students based on first generation learners

Skills	First Generation Learners	N	Mean	Std. Deviation	'F' Value	't' Value	Remark at 5% level
Personal Skills	Yes	57	32.16	6.250	.463	.317	NS
	No	3	31.00	3.000		.603	NS
Social Skills	Yes	57	16.60	3.300	.525	.036	NS
	No	3	16.67	1.528		.071	NS
Communication Skills	Yes	57	15.81	3.889	1.405	.209	NS
	No	3	15.33	.577		.772	NS
Language Skills	Yes	57	8.33	2.430	.038	.232	NS
	No	3	8.67	2.309		.243	NS
Creative Skills	Yes	57	15.46	4.268	.018	1.267	NS
	No	3	18.67	4.509		1.205	NS
Leadership Skills	Yes	57	30.28	6.508		1.150	NS
	No	3	25.67	12.055	1.977	.658	NS

It is inferred from the table 4 that there is no significant difference between the Rural Community College students with regard to first generation learners (Yes / No).

Implication of the Study

1. The present study reveals that that out of 8 one year course students, 2 students (19%) have acquired low skills, 5 students (58 %) have acquired moderate skills and 2 students (23 %) have acquired high skills and out of 52 two year course students, 4 students (8%) have acquired low skills, 38 students (72 %) have acquired moderate skills and 10 students (20 %) have acquired high skills which means the acquisition of (a) Personality skills, (b) Social skills, (c) Communication skills, (d) Language skills, (e) Creative skills & (f) Leadership skill are moderate with respect to 1 year and 2 years course students and in order to improve their skills more training on the above skill should be given.

2. There is no significant difference between the Rural Community College students with regard to their course (1 year / 2 years). This implies that whether it is a one year or two years course the level of the students are the same with respect to the community.

3. There is no significant difference between the Rural Community College students with regard to first generation learners. This implies that the first generation learners are also equally interested like other learners.

Suggestion and Recommendations

1. Small group work as compared to individual activities can be given to the students.
2. Teacher – directed learning activities compared to a learner centered approach because they are all young learners.
3. Lecture / explanations versus critical and creative thinking as well as problem solving experience.
4. Students should not be dumped with more concepts immediately as soon as they enter the college.
5. Practical and lab work should be given.

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