AKCE QUEST

A Journal on Educational Research
Quarterly Journal

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Warm greetings!!!

A good teacher today will not only motivate the students but will also identify and unlock the potential of each student and maximize their abilities. It possible to have such committed teachers provided if we give the teachers the necessary freedom and responsibilities for the courses that they teach. A teacher who is given the necessary autonomy will not only focus on the content of the lesson as required in our prevailing education system, but will also analyze the needs of the learners and are to be given in view of different abilities of the students, and when to carry out the evaluation in an appropriate way to assess the performance of the students. This will be possible only when the teachers are given adequate academic freedom and are encouraged to be proactive, reflective, creative and productive. This approach will foster the intellectual and emotional formation of the students and instill in them the concept of lifelong learning.

Improvement in quality of teaching can only take place when educational institutions promote innovative teaching and create an open learning environment. More importantly, the colleges of education should overhaul their approach towards teaching and ensure that the student – teachers who pass out from these colleges are equipped with the necessary inputs to make teaching a proactive, creative and effective one.

Unless we succeed in devising strategies to attract brought students to the teaching profession, quality of teaching will continue to be largely poor though there may be some exceptional teachers.

The role of research in human life is an essential and also a vital pre-requisite for dynamic social order. New knowledge, new methods and new inventions become known and light up the path of man's vagueness and enhance comprehension of social interaction.

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

This issue of the journal contains 6 research papers. We thank all the contributors and also invite researchers to send their articles to our journal.

Dr. A.R. Anandha Krishnaveni
Editor in Chief

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CONTENTS

DEVELOPMENT OF SOFT SKILLS THROUGH SCIENCE EXHIBITION-TEACHERS OPINION

[1]Dr.M.Arockia Priscilla [2]Dr.N.Ramakrishnan

Introduction

Whatsapp messenger is a smart phone messenger available for android and the smart phones. Whatsapp uses your 3G or Wifi (when available) to message with friend and family. Switch from SMS to whatsapp to send and receive message, pictures, audio notes and video messages. Whatsapp is on a path to connect one billion people. The services that reach that milestone are all incredibly valuable, "FB- CEO MARK ZUCKBERG said in a statement.

There are following special features in whatsapp:

- No hidden cost
- Multimedia
- Group chat
- No international charges
- Say no to pins and user names
- No need to login/out
- No need to add buddies (contacts automatically connect)
- Offline messages
- And much more : share location, exchange contacts, custom wall paper, landscape mode, email chat history, broadcast messages and MMS to many contacts at once and much more.

Significance of the Study

Choosing a mobile phone today is an intricate process that involves researching about mobile devices in terms of manufactures and their credibility, available features and style. It seems to be a herculean process. It requires updated information through internet. Change may come at any fraction of time in the mobile market. Almost everyone makes a smart and informed decision on their next device. There are many different types' style and models of mobile phones available in the market today. The most attractive user group next to face book is whatsapp. The reach it extends everyday is millions and millions of people into its gamut of activities. Right now it is free of cost. The students are using tit for sending audio, video and images files to friends and relatives. The application makes it possible to send any text, image, video and audio within a few minutes to others in the opposite end. The investigators though that this wonderful application can be used for Open and Distance Learning (ODL). Hence, the investigators made an attempt to find out the opinion of students in distance mode of TNOU to use it for their various learning purposes and connectivity to the TNOU centre. The mobile which is having android application is very much useful in Open Distance Learning (ODL). The learners can easily gather the information through the whatsapp. This research mainly focuses the ODL students in Rajapalayam Taluk in Virudhunaar District. The investigators developed and validated a questionnaire for this study. The questionnaires were supplied to distance learners of TNOU centers in Rajapalayam. The findings reveal that the students are in favour of using whatsapp for their academic excellence.

Objectives of the Study

The objective of the study is to find out the knowledge level of using whatsapp in open distance learning in terms of background variables.

1. Principal, Mangayarkarasi College of Education, Madurai.

2. Professor and Head, Department of Educational Teachnology, Tamilnadu Teachers Education University, Chennai.

Hypotheses

1. To find out the knowledge level of open distance learning students utilizing the whatsapp in open distance learning programme in terms of gender.
2. To find out the knowledge level of open distance learning students utilizing the whatsapp in open distance learning programme in terms of employability.
3. To find out the knowledge level of open distance learning students utilizing the whatsapp in open distance learning programme in terms of monthly income.

Methodology

Survey method was adopted by the investigator to study the usage of whatsapp in open distance learning.

Population and Sample

For the present study the investigator selected the open distance learning students through the TNOU university centers in Virudhunagar District in Tamilnadu. Among the 305 learners were selected by random sampling technique.

Establishing the Reliability of the Tool

The prepared tool was given to sample open distance learning students of 50 to find out the reliability. After few days time the same tool was given to them. The correlation coefficient found out was 0.76. it is very high correlation. Hence the tool is considered to be having reliability.

Establishing Validity of the Tool

According to Garret, H.E.(1967, p365), the index of reliability is sometimes taken as a measure of validity. The tool constructed and validated by Dr.N.Ramakrishnan Professor and Head, Department of Educational Technology, Tamilnadu Teachers Education University, Chennai and the investigator to measure the knowledge level of the Open Distance Learners.

Statistics Used

The data was analyzed by using percentage analysis.

Analysis of Data

Table 1

The following tables shows the knowledge level of open distance learning students utilizing the whatsapp in open distance learning programme in terms of their personal variables:

S.No	Personal variables	Description	Yes	%	No	%	Total
1.	Overall	Overall	158	158	147	147	305
2.	Gender	Male	53	38.68	84	61.31	305
		Female	105	62.5	63	37.5	
3.	Employment status	Employed	123	77.84	99	67.34	
		Unemployed	35	22.15	48	32.65	305
4.	Monthly income	Below Rs.10,000	50	37.03	35	40.22	
		Rs.10,000-Rs.25,000	51	37.77	23	26.43	
		Above Rs.25,000	34	25.18	29	33.33	222

It is inferred from the table that the knowledge level of open distance learning students utilizing the whatsapp in open distance learning programme in terms of their gender female students is high (62.5%) whereas, the level of male students in total is low (38.68%). Based on their employment status the employed students were utilizing the whatsapp for open distance learning in high level (77.84%) but the unemployed students utilization were low (22.15%). According to their income those who are earning above Rs.25,000 were utilizing the whatsapp for open distance learning in low (25.18%) whereas, the

students earning Rs.10,000 to Rs.25,000 were utilized the whatsapp in high level for open distance learning process.

Table 2

Percentage analysis of open distance learners' usages of whatsapp

S.No	Criteria	Yes	%	No	%	Total
1.	Having smart phone	255	83	50	16	305
2.	Presence of whatsapp in their smart phone	232	76.06	73	23.93	305
3.	Usages of whatsapp	232	76.06	73	23.93	305
4.	Whatsapp can be used for open distance learning programme	228	74.75	77	25.24	305

The above tables shows that the open distance learning students having smart phone in high level (83%) and they are utilizing the whatsapp in their phone among 76.06% where as 74.75% of learners learning their open distance Learning Programme through their whatsapp only.

Findings

From the findings it is clear that the knowledge level of open distance learning programme leads success through the whatsapp technology. This may be due to the fact that most of the learners are utilizing the whatsapp technology. Now a day everybody is having the smart phone and its application too. The female learners are more interested in learning the open distance learning programme through whatsapp than the male. The person who are all employed and earning Rs.10,000-Rs.25,000 are having more interest in utilizing the whatsapp for their academic excellence.

Conclusion

Lack of enough knowledge in smart phone also may be the reason for low level of usage of whatsapp among the unemployed. Young students utilizes the whatsapp more for chatting among the friends but not very much interested in open distance learning programme.

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USAGE OF WHATSAPP FOR OPEN DISTANCE LEARNERS

[1]Dr.M.Arockia Priscilla

Abstract

The science exhibition form excellent device for scientific minded youths to continue their scientific spirit and to become future scientists. Through this science exhibition the learner's science interest, scientific attitude and scientific aptitude are stimulated and that act as a motivator to secured high marks in the science subject. This study has the objectives of finding out the effectiveness of science exhibition which stimulate the science education among the secondary teachers.

Now, each and every school must conduct the science exhibition regularly once in a year. They have to submit the report to the chief educational officer (CEO) in their concern district. How can we identify the effectiveness of science exhibition? Whether it is depending upon the educational status, social status and economical status of the parents? Or whether it depends upon the type of school? And whether it is in the hand of the teacher? Whether it depends upon the gender? Some of the questions in this study are to be answered.

The investigator have prepared and validated the tool. The study has identified a stratified random sample of 100 teachers. The strata were Government, Government-Aided & Matriculation schools in Madurai & Virudhunagar Districts.

The study has found out that the teacher at secondary level in 2 districts (Madurai, & Virudhunagar) does not shown the significant differences in developing soft skills based on the type of school and gender. If there is a change in our curriculum to conduct science exhibition may develop the soft skills. But we could not generalize based on these two districts teachers opinion.

Introduction

Learning by doing is the principle of teaching science. The things learnt by teachers through purposeful activity are permanently affixed in the minds of the teachers. The truth is verified by experimenting knowledge can be acquired and scientific attitude may be developed. Experience activities are important in modern teaching. So science should provide ample opportunities for practical work. Teacher must have soft skills to handle the classes lively.

Generally in a classroom, teachers are giving opportunities for cognitive experiences to their learners. Experience in what happens to us and what goes on in our mind. Every experience has three aspects cognitive, affective and psychomotor. For total development we should not ignore the other aspects namely affective and psychomotor. Work experience develops conative aspects of the teachers, one of the work experience related to science is science exhibition.

Science exhibition is a forum for the display and dissemination of various activities. It is a device for acquainting the parents and people of the locality with the science work that is done in the school. It is a place where the teachers submit their projects through their students as assessment.

Science exhibition involves not only exhibits but also the development of soft skills through lecture-cum demonstration. It stresses the lecture-cum demonstration pattern than the individual exhibit. Every teacher is a gem in his/her own right. There are talents to be nurtured and potentials to be explored, when the teacher learns form his/her perspective in a holistic environment, creativity and endless possibilities of the future unfold. The teacher evolves in to a leader of tomorrow because of development of soft skills.

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[1] *Principal, Mangayarkarasi College of Education, Madurai*

The science exhibition is held to focus attention on science activities, to stimulate the interest of the teachers and parents in science, scientific investigation, scientific hobbies etc., to offer opportunity for them to exhibit their talent to provide constructive suggestions for them. It provides an excellent method of sharing the science projects of individuals in small group, or entire classes with other teachers with in the school, other schools, in a community and the schools of the entire regional area.

Science exhibition may be a motivating force for individual projects and class work. It can stimulate the soft skills like dedication, flexibility, respecting others opinion, accepting others views, making proper evaluation etc.

Science exhibition form excellent device for scientific minded youths to continue their science education and to become future scientist. Even the parents may be stimulating factor to make their child become scientist. The idle mind is a devils workshop. If the spare time of children is left vacant, their mind will be filled with mischief and undesirable activities. So leisure time should be used properly. Through this science exhibition the individual difference expressed effectively in their leisure time activities. For this purpose, schools should conduct the activity oriented curriculum like conducting the science exhibition.

Hence this study has aimed to find out the opinion of teachers in developing soft skills through science exhibition.

Objectives of the Study
1. To find out the opinion of teachers in developing soft skills through science exhibition.
2. To find out the difference in percentage of the teachers opinion in developing soft skills through science exhibition in terms of type of school and gender.

Hypotheses of the Study
- The opinion of teachers in developing soft skills through science exhibition is average in all aspects.
- The Teachers opinion on developing soft skills through science exhibition is average in terms of type of school and gender.

Term and Definitions
Soft skills: A cluster of skills which make a man social and interdependent.
Science Exhibition: refers to the lineup of projects and lecture-demonstrations.

Delimitation and Scope of the Study
The study was confined only among the secondary teachers in Madurai and Virudhunagar District. The subgroups identified for this study were type of school. The finding of the study will reveal that the science exhibition stimulates the soft skills in secondary school teachers. It cannot be over generalized and considered as an overall reflection of other districts secondary teachers. However it may give an idea about the development of soft skills through science exhibition.

Instrumentation
Rating Scale
In order to find out the teachers opinion on development of soft skills through science exhibition, the investigator has prepared and validated a rating scale for the study. The Agree was given 2 marks, Undecided was given 1 mark and Disagree was given 0. Thus the scoring for the tool was done.

Establishing reliability of the tool
The prepared tool was given to sample teachers of 30 to find out the reliability. After a months' time the same tool was given to them. The correlation coefficient found out was 0.76. It is very high correlation. Hence the tool is considered to be having reliability.

Establishing Validity of the Tool

According to Garret, H.E. (1967, p365), the index of reliability is sometimes taken as a measure of validity. The investigator consulted subject experts and Education experts and obtained their opinions regarding the validity of the test. This ensures content and face validity of the test. The test is valid one, since item validity was established besides face and content validity.

Sample

The investigator has followed stratified random sampling method for the present study. There were 100 teachers taken for the study. The strata were Government, Government-aided and Matriculation school in Madurai & Virudhunagar Districts only. The investigator used percentage analysis of the study.

Analysis and Interpretation on Data

Hypothesis 1

The opinion of teachers in developing soft skills through science exhibition is average in aspects.

Table.1

S.No	Criteria	Average rating
1.	Develops The Skill Of Guiding Power	1.53
2.	Enhances Mental Maturity.	1.5
3.	Creates The Socially Responsible Person.	1.54
4.	Develops The Leadership Qualities.	1.55
5.	Motivate To Handle And Utilizes The Innovative Technology.	1.51
6.	Teach Us,"We Are The Second Parent".	1.49
7.	Accepts Our Ignorance In The Modern Development In Science.	1.53
8.	Makes Us To Be Dedicative In Our Work.	1.55
9.	Chance To Exhibits Our Innovative Ideas.	1.53
10.	Act As Stimulators To The Scientific Research.	1.58
11.	Increases The Organising Power.	1.59
12.	Stimulates Social Maturity.	1.61
13.	Accepts Our Students Innovative Ideas.	1.58
14.	Develops The Skill Of Utilizes The Leisure Time To Do The References Regarding The Science.	1.54
15.	Avoids Our Unnecessary Talk In School-Timing.	1.49
16.	Make Our Mind Busy To Think About The Science Exhibition.	1.51
17.	Insists Teachers Are Always Learners.	1.55
18.	Increases Our Divergent Thinking.	1.58
19.	Develops Our Personality.	1.49
20.	Increases Our Intelligence Quaint.	1.55

It is evident from Table 1 that the teachers have agreed to the following aspects as they develop soft skills among students through science exhibition. They are: 1. Develops the skill of guiding power, 2. Enhances the mental maturity, 3. creates the socially responsible person, 4. develops the leadership qualities, 5. motivates to handle and utilize the innovative technology, 5. Teaches us " We are the second Parent" 6. Accepts our ignorance in the modern development in science 7 makes us to be dedicative in our work 8. Chance to exhibit our innovative ideas 9. Act as stimulators to the scientific research, 10. Increases the organizing power, 11. Stimulates social maturity, 12.accepts our student's innovative ideas, 13. Develops the skill of utilizing the leisure time to do the references regarding the science, 14. Make our mind busy to think about the science exhibition, 15. Insists teachers are always learners, 16. Increases our divergent thinking and 17.increases our intelligent quotient. The following aspects have been rated as undecided by the teachers for the development of soft skills through science exhibition. They are: 1. Avoids our unnecessary Talk in School-Timing and 2. Develops our personality

Hypothesis 2

The teacher's opinion on developing soft skills through science exhibition is average in terms of type of school and gender.

Table.2

Percentage Analysis Of Teacher Opinion On Developing Soft Skills Through Science Exhibition

S.No	Personal variable	Description	Yes	%	No	%	Total
1.	Over All	Over All	53	53	47	47	100
2.		Government School Teachers	15	51.72	14	48.27	
3.	Type of School	Govt. Aided School Teachers	17	51.51	16	48.48	100
4.		Matriculation Teachers	21	55.26	17	44.73	
5.	Gender	Male Teachers	25	52.08	23	47.91	100
6.		Female Teachers	28	53.84	24	46.15	

It is evident from Table2 that the overall teacher's opinion on development of soft skills through science exhibition is above average. Hence the hypothesis stated is rejected. The majority of teachers (53%) have given the opinion that science exhibition develop soft skills among students. The teachers who are working in Govt., (51.72%) Govt. Aided (51.51) and Matriculation schools (55.26) have given opinion that the science exhibition improves the soft skills of students. The male (52.08) and female (53.84) teachers have given the opinion that the science exhibition improves the soft skills of students.

Findings of the study

The teachers have agreed to the following aspects as they develop soft skills among students through science exhibition. They are: 1. Develops the skill of guiding power, 2. Enhances the mental maturity, 3. creates the socially responsible person, 4. develops the leadership qualities, 5. motivate to handle and utilize the innovative technology, 5. Teach us " We are the second Parent" 6. Accepts our ignorance in the modern development in science, 7. Makes us to be dedicative in our work, 8. Chance to exhibit our innovative ideas, 9. Act as stimulators to the scientific research, 10. Increases the organizing power, 11. Stimulates social maturity, 12.accepts our student's innovative ideas, 13. Develops the skill of utilizing the leisure time to do the references regarding the science, 14. Make our mind busy to think about the science exhibition, 15. Insists teachers are always learners, 16. Increases our divergent thinking and 17.increases our intelligent quotient.   The following aspects have been rated as undecided by the teachers for the development of soft skills through science exhibition. They are: 1. avoids our unnecessary Talk in School-Timing and 2. Develops our personality.

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"EFFECT OF REMEDIAL PROGRAM FOR SITUATIONAL STRESS IN RELATION TO PERSONALITY PATTERNS OF HIGH SCHOOL TEACHERS"

[1]M.Maria Christuraj [2]Dr.D.Sivakumar

Abstract

Certain features to our personality that make us unique as people; however there are many aspects of our personality that are similar to other people. These similar personality factors are called Personality Traits. Research has indicated that certain personality traits can make us more vulnerable to stress. In stressful situations, all personality types display symptoms that are disadvantageous to others and unproductive for themselves. so the present study was conducted on "Effect of Remedial Program for Situational Stress in Relation to Personality Patterns of high school Teachers". Research methods adapting three phases, the objectives were (1) To find out level of situational stress among high school Teachers, (2)To find out level of personality Pattern among high school Teachers, (3) To find out significant difference among High School Teachers on Situational Stress with Certain Demographic Variables Such as a) Gender, b) Age, c) Educational Qualifications, d) Subjects taken (4) To find out level of Situational Stress in relation to Personality Pattern of High School Teachers after Experimentation, (5) To find out significant Relationship between Situational Stress and Personality Pattern of high school Teachers. The sample consisted of 200 high school teachers. Percentage analysis, t-test, F-test and Pearson-Product moment correlation of co-efficient, were used for analyzing the data. The result shows that there is a. Relationship between Situational Stress and Personality Pattern of high school Teachers.

Introduction

As human beings we have achieved a level of material progress and not have even attained prosperity and bliss in our life in the present context. The marvels of modern technology have given us enormous power over the forces of nature. We have conquered many obstacles and barriers of live but still we are not happier in the day to day life. There are many who are quite eager to take the credit for the progress that mankind has achieved. Religionists, educationists, scientists, politicians and economists- are all quick to claim that humanity is indebted to them for progress. Let us turn the spotlight on ourselves and ask ourselves to declare in all honesty if we also have been responsible for failing to bring peace and happiness to our fellow beings. Never before in the history of the world, has the human race been in such great need to be free from conflict, stress, ill-feeling, selfishness, decent and strife. We are in dire need of peace and free neither from stress nor only in our personal life at home and work, but also at the global level. The tension, stress, anxiety and fear arising from the conflict are not only disruptive but continue to exert a constant drain on our well-being, mentally and physically. The mind is the ultimate source of all happiness and misery. For there to be happiness in the world or in the work environment, the mind of an individual must first be at peace and happy. Today, especially in many so-called affluent societies, people are facing more problems, dissatisfaction and mental derangement in their work environment of the world. This is because men have become more work bound in nature. Their stress, tensions, fears, anxieties, and insecurity disturb their minds. This state of affairs has become the biggest problem in many countries. Since people have not learnt to maintain contentment in their lives hence naturally they will experience UN satisfactoriness **(Dhammananda, 2001).** Current life is full of stress with rapid changes occurring in the environment. Stress has become an inevitable part of human life. It is an emotional, intellectual or external change, demand and/or pressure. Now everyone is knowingly or unknowingly in stressful condition in their day to day work and in life.

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Need For the Study

Teaching is not only hard work; it can be full of stress. Pressure due to school reform efforts, inadequate administrative support, poor working conditions, lack of participation in school decision making, the burden of paperwork, and lack of resources have all been identified as factors that can cause stress among school staff **(Hammond & Onikama, 1997)**. Stress has been identified as one of the factors related to teacher attrition and is believed to be a cause of high teacher turnover and absenteeism in parts of the Pacific **(Hammond & Onikama, 1997)**. Results of these studies indicate that in seven of the ten locations, teachers who said they might leave teaching within the next two years experienced higher degrees of stress and burnout than their non leaving peers **(Pacific Resources for Education and Learning R&D Cadre, 1998)**. These potential leavers displayed more emotional exhaustion, greater feelings of depersonalization, and less personal accomplishment in their jobs. These findings are corroborated by research conducted by **Kyriacou and Sutcliffe (1979),** who acknowledged that the intention to leave teaching is associated with teacher stress.

Certain features to our personality that make us unique as people; however there are many aspects of our personality that are similar to other people. These similar personality factors are called Personality Traits. Research has indicated that certain personality traits can make us more vulnerable to stress. In stressful situations, all personality types display symptoms that are disadvantageous to others and unproductive for themselves. The kinds of circumstances that induce stress also vary from type to type. Although any type can display any symptom from time to time, different types specialize in specific behaviors.

Research has indicated that certain personality traits can make us more vulnerable to stress. People with such traits are known as extrovert personalities. Extroverts tend to be more competitive, more impatient, have time urgency when compared to the more relaxed and laid back introvert personalities. It's important to realize that we are all a mixture of type Ambivert personality traits but if we are excessively type extrovert this can make us more vulnerable to stress. We all need stress in order to survive. However, when stress becomes excessive it can be very damaging. It can harm: health, happiness, work performance, team spirit and co-operation, relationships, personal development.

Stress Management is an important part of daily living for everyone. Stress management involves, at the simplest level: recognizing the symptoms of stress, identifying the causes, taking action to address the causes and thereby reduce the symptoms, where necessary, taking interim steps to relieve the symptoms until the underlying causes have been addressed. There are many healthy ways to manage and cope with stress, but they all require change. Either change the situation or change reaction is required. Managing stress is all about taking charge: taking charge of thoughts, emotions, schedule, our environment, and the way to deal with problems. The ultimate goal is a balanced life, with time for work, relationships, relaxation, and fun – plus the resilience to hold up under pressure and meet challenges head on. Coping with stress involves learning how to think constructively, to solve problems, to behave flexible and to provide oneself with feedback about which tactic work and which do not. Stress management starts with identifying the sources of stress in life.

In the light of above, the investigator has realized the need and has made an honest attempt to reduce the situational stress of High School teacher by the way of developing a suitable remedial programme to reduce it and attempted a research inquiry on Effect of Remedial Program for Situational Stress in Relation to Personality Patterns of high school Teachers.

Statement of the Problem

The Problem was stated on **"Effect of Remedial Program for Situational Stress in Relation to Personality Patterns of high school Teachers"**

Operational Key Terms Definitions

Effect

The investigator defined "effect" means something brought about by a cause or a result or an outcome. Here in the present investigation the investigator considered effect as the change or reduction of situational stress of high school teachers after adapting the developed remedial program in comparison with before adapting the remedial program. Therefore the high level situational stress phenomenon that directly made effect through remedial program and it is reduced to another level of situational stress phenomenon or not.

Remedial Program

The remedial program is considered as by the investigator is an agent or therapy or strategy that cures or correct or intended to correct or improve deficient behaviour in a specific supplying remedy. Here the developed program for the reduction of situational stress or high school teacher is called as remedial program.

Situational Stress

The researcher defined and considered situational stress as an adaptive response to an external factor that result in physical, psychological or behavioural deviation in an individual in a particular situation or working environment. And also it is a perceived inability of an individual to deal with a work environmental demand or work situation. Further it is the reactions of the teachers to threatening factors in their work environment.

Personality Pattern

The researcher defined personality pattern is extrovert, introvert and Ambivert. This operational Definition of personality pattern-extrovert, introvert and Ambivert has been considered and found from the work of **Eysenck and Eysenck (1958).**

High School Teachers

The students for studying in the classes from 6th to 10th are called as high school students, and the school which they have been studying is called high school. The teachers teaching high school students are called high school teachers.

Objective

1. To find out level of situational stress among high school Teachers
2. To find out level of personality Pattern among high school Teachers
3. To find out significant difference among High School Teachers on Situational Stress with Certain Demographic Variables Such as a) Gender, b) Age, c) Educational Qualifications, d) Subjects taken
4. To find out level of Situational Stress in relation to Personality Pattern of High School Teachers after Experimentation
5. To find out significant Relationship between Situational Stress and Personality Pattern of high school Teachers

Hypothesis

Based on the above objectives hypothesis was formulated

Method of the Study

Research methods adapting different phases of this present research study are discussed hereunder. The present research study has been carried out in three phases. In phase-I, the level of situational stress of high school teachers and the personality pattern of high school teachers has been assessed through descriptive survey method by administrating Rating Scale on Situational Stress (RS-SS) and Extrovert-

Introvert Inventory (E-I I) subject to item analysis and establishing reliability and validity developed by the investigator by using stratified random sampling technique. Further the relationship of situational stress with personality pattern of high school teachers has been also found.

In phase–II, remedial program is developed and validated based on the assessment of the level of situational stress of high school teachers. Finally in phase-III, the developed Rating Scale on Situational Stress (RS-SS) Extroversion and Introversion Inventory (E-I-I) has been taken as pre test before experimentation with developed remedial program. Then the developed remedial program is experimented to the identified high school teachers who possessed high level of situational stress.

Further during, after and after 15 weeks of experimentation of the remedial program, the same Rating Scale on Situational Stress (RS-SS) is used by the investigator as progressive, post and retention tests. At the end of the experimentation, the personality pattern of the high school teachers were assessed through Extrovert-Introvert Inventory (E-I I) for finding the relation with situational stress at the end of the experimentation. The single quasi experimentation methodology is adapted for the experimentation of the developed remedial program to the high school teachers for reducing situational stress of high school teachers. The following flow chart shows the research procedures adapted in different phases of the present research investigation.

Sampling Procedure

The area of the study for the assessment of situational stress and personality pattern of high school teachers was Ariyalur District in TamilNadu the researcher selected 200 high teachers under purposive sampling.

Data Collection

Thus the data formulated for the present study has been collected in the following stages.

The Rating Scale on Situational Stress (RS-SS) and Extrovert and Introvert Inventory (E-I I)   was administered to the sample of 200 high school teachers in Phrase –I. Thus the data is formulated for the present investigation in the first stage.

In Phrase – III, the investigator implemented the developed remedial programme to the chosen 60 high school teachers (Extrovert-26, Introvert-15 and Ambivert-19) who had high situational stress. Before, during and after remedial programme experimentation with chosen 60 high school teachers, a pre, progressive, post and retention stages of assessment have been conducted by the investigator with Rating Scale on Situational Stress (RS-SS). Before and after remedial programme experimentation with chosen 60 high school teachers, a pre and post assessment have been conducted by the investigator with Extrovert and Introvert Inventory (E-I I). Thus the data is formulated for the present investigation in the next stage.

Statistical Techniques used in the Study:

The data thus obtained were analyzed by using appropriate statistical techniques. Percentage analysis, t-test, F-test, and co-relational test.

Analysis of the Data
Table – 1
Numbers and Percentage of High School Teachers in respect of High, Medium and Low Level of Situational Stress

Variable	High		Medium		Low	
	N	%	N	%	N	%
situational Stress	60	31.00	74	36.00	66	33.00

It is found that 31% of high school teachers had high level of situational stress in their teaching profession. Regarding medium level of situational stress of high school teachers in their teaching, 36% of high school teachers had medium level of situational stress. Only 33% of the high school teachers had low level of situational stress in their profession.

Table – 2

Numbers and Percentage of High School Teachers in Respect of Extrovert, Introvert and Ambivert Personality Pattern

Variable	Extrovert		Ambivert		Introvert	
	N	%	N	%	N	%
Personality Pattern	58	30.00	77	39.50	65	32.50

It is found that 30% high school teachers have the personality pattern of extrovert in nature. 32.50% of high school teachers have fall in the category of introvert in nature. 39.50% of high school teachers have ambivert personality pattern.

Table – 3

Mean and SD scores of High School Teachers on Situational Stress with Certain Demographic Variables and the calculated' and 'F' Values

S.No	Variables	Items	N	Stress		F/t
				Mean	SD	
1	Gender	Male	084	197.01	22.68	**0.135@**
		Female	116	196.60	19.88	
2	Age	20 to 24	004	203.50	15.00	**4.776****
		25 to 30	039	191.58	18.25	
		30 to 40	091	193.51	19.52	
		40 to 50	061	202.24	22.55	
		50 and above	005	224.60	24.37	
3	Educational Qualifications	D.T.Ed	037	190.94	17.77	**1.904@**
		Graduation	079	197.17	18.57	
		Post Graduation	084	198.97	24.17	
4	Subjects taken	Arts	079	199.62	22.83	**2.192***
		Science	109	195.81	20.18	
		Vocational	012	186.83	12.94	

Gender

The calculated value **0.135** of high school teachers on situational stress is not significant at 0.05 levels**.** Hence it is found that the mean scores of the men teachers (197.01) and women (196.60) do not vary.

Hence the formulated hypothesis there is a significance difference in the situational stress of High School teachers due to variations in their gender is rejected.

It is concluded that the men and women high school teachers do not vary on situational stress.

Age

The calculated 'F' value **4.776** of high school teachers on situational stress is significant at 0.01 level.

It is found that 50 and above years age of high school teachers (224.60) have higher level of situational stress followed by 20 to 24 age (203.50), 40 to 50 age (202.24), 30 to 40 age (193.51) and 25 to 30 age (191.58).

Hence the formulated hypothesis there is a significance difference in the situational stress of high school teachers due to variations in their age is accepted.

It is concluded that the 50 and above year's age of high school teachers have more situational stress followed by 20 to 24 age, 40 to 50 ages, 30 to 40 ages and 25 to 30 ages.

Educational Qualification

The calculated 'F' value **1.904** of high school teachers on situational stress is not significant at 0.05 levels**.**

Hence it is found that the mean scores of the D.Ted qualified teachers (190.94), graduation (197.17) and post graduation (198.97) do not vary.

Hence the formulated hypothesis there is a significance difference in the situational stress of high school teachers due to variations in their educational qualifications is rejected.

It is concluded that the educational qualifications of High School teachers have not made any significant difference on situational stress.

Subjects Taken

The calculated 'F' value **2.192** of high school teachers on situational stress is significant at 0.05 levels.

It is found that arts subject taken high school teachers (199.62) have higher level of situational stress followed by science (195.81) and vocational (186.83).

Hence the formulated hypothesis there is a significance difference in the situational stress of high school teachers due to variations in their subject taken is accepted.

It is concluded that the arts subject taken of high teachers have more situational stress followed by science and vocational.

Table – 4
Number and Percentage of Situational Stress in relation to Personality Pattern of High School Teachers after Experimentation

Before Experimentation		After Experimentation		
		Situational Stress		
Personality Pattern	**High Situational Stress %**	**High %**	**Medium %**	**Low %**
Extrovert	43.33(26)	6.6(4)	23.33(14)	13.33(08)
Introvert	25.00(15)	1.6(1)	05.00(03)	18.33(11)
Ambivert	31.66(19)	6.6(4)	16.66(10)	08.33(05)

43.33% of extrovert, 25% of introvert and 31.66% of ambivert of high school teachers who had high level of situational stress had been taken into experimentation with developed remedial program.

After the experimentation, it is found that out of 43.33% extrovert high school teachers who had high situational stress, 13.33% changed into low level of situational stress and 23.33% of high school teachers changed into medium level of situational stress. But 6.6% of extrovert of high teachers who had high situational stress had the same high level of situational stress even after the experimentation with developed remedial program.

As in the case of introvert personality of high school teachers, 25% has been taken into experimentation out of which 18.33% of high school teachers had low level of situational stress and 5% of high school teachers had medium level of situational stress after experimentation with developed remedial program. But 1.6% of introvert high school teachers had high situational stress even after the experimentation with developed remedial program.

Considering the ambivert personality of high school teachers who had high level of situational stress before experimentation (31.66%), 8.33% of high school teachers had low level of situational stress and 16.66% of high school teachers had medium level of situational stress after experimentation with developed remedial program. Remaining 6.6% of ambivert personality of high school teachers who had high level of situational stress has been never changed after experimentation with developed remedial program.

It is found that regarding as a whole of high school teachers who had high level of situational stress, 45% of high school teachers became medium level of situational stress and 40% of high school teachers became low level of situational stress after experimentation with developed remedial program. Remaining 15% of high school teachers who had high level of situational stress had not been changed even after experimentation with developed remedial program.

Table – 5
Relationship between Situational Stress and Personality Pattern of high school Teachers
** Significant at 0.01 level

	Situational Stress	Personality Pattern
Situational Stress	1	0.73**
Personality Pattern	0.73**	1

Conclusion

From these specific findings the investigator has concluded that the developed and validated remedial program to reduce the situational stress of High School teachers is effective and it is assured in every stage of experimentation.

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A STUDY ON MARITAL ADJUSTMENT AMONG FEMALE TEACHERS IN MADURAI DISTRICT

[1]C. Meenakshi

Abstract

Teacher form the crux of the education system preparing the young people to build their nation with purpose responsibility and confront the challenges of tomorrow. Due to stressful and busy schedule of female teachers they need martial adjustment. This study was done to find out the level of marital adjustment of female teachers in Madurai district. The investigator adopted the normative survey method for this study. The Sample consisting of 300 female teacher from Madurai district were taken. The self made tool which was validated tool by the investigators, consists of 41 items was used. The result indicated that the level of marital adjustment is found to be higher and there is no significant difference in mean scores of marital adjustment among female teachers of government and private schools. There is significant difference in mean scores of marital adjustment among female teachers of age above 35 years and age below 35 years of government schools. Also there is no significant difference in mean scores of marital adjustment among female teachers of joint and nuclear families.

Introduction

Teacher form the crux of the education system preparing the young people to build their nation with purpose responsibility and confront the challenges of tomorrow. The success of an educational institution depends on the quality of teacher. In fact no system of education can rise above the level of its teacher. His influence is confined not only to a particular region of state but it also extends to the whole nation or even outside it. He has little attachment to other family members. Due to stressful and busy schedule of female teachers the child is deprived of its mother's affection. Her children grow under immense pressure and insecurity. Due to occupational stress a teacher cannot spend valuable time with her husband; this creates dissatisfaction among female teacher which then affects her teaching; if there is proper balance between her marital life and occupation she can easily handle all the problems related to life and she can enjoy all comforts of life.

Need for the Study

Adjustment means to live successfully and happily in the society. Every member of the society has to adjust, according to the demands of the society in which he or she lives. An individual can get his or her needs fulfilled only in the society. It is the society which comes to their help. Adjustment brings satisfaction in one's life. Adjustment has its great importance in every period of life. The investigator has studied various investigations related to this problem and decided to study the problem stated as "**Marital Adjustment among female teachers in Madurai District".**

Background of the Study

As a teacher educator, we should aware on the relationship between Marital Adjustment and Occupational Stress. Teacher form the crux of the education system preparing the young people to build their nation with purpose, responsibility and confront the challenges of tomorrow. In ancient India, teacher was given the status next to god. The stress relating to teaching job is becoming a predominated feature of teacher's modern life exerting far-reaching effects on teacher's behaviour. Due to stressful and busy schedule of female teachers the child is deprived of its mother's affection. Due to occupational stress a teacher cannot spend valuable time with her husband, this creates dissatisfaction among female teacher which then affects her teaching balance between her marital life and occupation she can easily handle all the problems related to life and she can enjoy all comforts of life.

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Variables of the Study

Dependent Variable: Marital Adjustment

Population Variable: Types of Institution (Govt/SF), Family type (J/N),   Female teachers of age below 35 years, Female teachers of age above 35 years.

Objectives

1. To study the marital adjustment of female teachers.
2. To find out the difference in mean scores of marital adjustment among female teachers of government and private schools.
3. To find out the difference in mean scores of marital adjustment among female teachers of age below 35 years and age above 35 years of government schools.
4. To find out the difference in mean scores of marital adjustment among female teachers of age above 35 years and age below 35years of private schools.
5. To find out the difference in mean scores of marital adjustment among female teachers of joint families and nuclear families.

Hypotheses

1. The level of marital adjustment of female teachers is high.
2. There is significant difference in mean scores of marital adjustment among female teachers of government and private schools.
3. There is significant difference in mean scores of marital adjustment among female teachers of age below 35 years and age above 35 years of government schools.
4. There is significant difference in mean scores of marital adjustment among female teachers of age below 35 years and age above 35 years of private schools.
5. There is significant difference in mean scores of marital adjustment among female teachers of joint and nuclear families.

Methodology

The investigator adopted the normative survey method for this study. The Sample consisting of 300 female teachers were selected from government and private schools from Madurai district were taken.

Tool Construction Marital adjustment questionnaire prepared and validated by the investigator was used. The tool consists of 41 items .Each item has 5 alternatives such as, strongly agree**,** Agree, Undecided, Disagree and strongly disagree. The maximum and minimum score of marital adjustment inventory is 205 and 41 respectively

Statistical treatment

Mean Standard deviation and t-test

Analysis and Interpretation

H1: The level of marital adjustment is high among female teachers.

Table – 1

The level of marital adjustment among female teachers

Variable	No. of teachers (N)	Theoretical Mean	Calculated Mean
Female teachers	300	123	157.59

Having analyzed the data the calculated mean score of female teachers on the level of marital adjustment is 157.59 which are found to be higher. Marital adjustment is necessary for every female. Without marital adjustment, no one can lead a peaceful life. Hence the marital adjustment of female teachers is high is accepted.

H2: There is significant difference in mean scores of marital adjustment among female teachers of government and private schools.

Table – 2

The level of marital adjustment among female teachers based on type of school

Variable	Sub Variables	N	Mean	S.D.	't' Value	Level of Significant 0.05 level
Female teachers	Government	138	156.88	13.8	0.82	No Significant
	Private	162	158.12	12.3		

Result

The obtained 't' value 0.82 is lower than the table value of 1.96 at 0.05 level of significant. It shows that there is no significant difference in mean scores of marital adjustment among female teachers of government and private schools. Marital adjustment is common for every married female whether they are working in government or private schools.

H3: There is significant difference in mean scores of marital adjustment among female teachers of age above 35 years and age below 35 years of government schools.

Table – 3

The level of marital adjustment among female teachers of government schools based on age group

Variable	Sub Variables	N	Mean	S.D.	't' Value	Level of Significant 0.05 level
Government female teachers	Age above 35 years	71	157	14.62	3.29	Significant
	Age below 35 years	67	165	13.96		

Result

The obtained 't' value 3.29 is higher than the table value 1.96 at 0.05 level of significant. It shows that there is significant difference in mean scores of marital adjustment among female teachers of age above 35 years and age below 35 years of government schools.

Every human being may get more adjustments when they face more and more problems. Because of long living together with their mate, teachers who have age above 35 years may have more adjustments. People who have age below 35 years may enter into marriage life later when compare with people who have age above 35 years.

H4: There is significant difference in mean scores of marital adjustment among female teachers of age above 35 years and age below 35 years of private schools.

Table – 4

The level of marital adjustment among female teachers of private schools based on age group

Variable	Sub Variables	N	Mean	S.D.	't' Value	Level of Significant at 0.05 level
Private school female teachers	Age above 35 years	55	157.87	14.38	0.172	No Significant
	Age below 35 years	107	158.25	11.04		

Result

The obtained 't' value 0.172 is lower than the table value 1.96 at 0.05 level of significant. Hence the null hypothesis is accepted and research hypothesis is rejected. It shows that there is no significant difference in mean scores of marital adjustment among female teachers of age above 35 years and age below 35 years of private schools.

H5: There is significant difference in mean scores of marital adjustment among female teachers of joint and nuclear families.

Table – 5

The level of marital adjustment among female teachers based on type of family

Variable	Sub Variables	N	Mean	S.D.	't' Value	Level of Significant at 0.05 level
Female teachers	Joint	116	157.28	13.63	0.34	No Significant
	Nuclear	184	156.69	16.6		

Result

The obtained 't' value 0.34 is lower than the table value 1.96 at 0.05 level of significant. Hence the null hypothesis is accepted and research hypothesis is rejected. It shows that there is no significant difference in mean scores of marital adjustment among female teachers of joint and nuclear families.

Educational Implications

1. The results of the study help in guidance and counselling for workers to develop a healthy marital adjustment.
2. Necessary actions may be taken up to reduce the extent of high occupational stress.
3. Guidance should be given to raise the extent of low marital adjustment to the normal peaceful life of the teachers.

Delimitation of the Study

The study involves four population variables only. There may be many more variables associated with marital adjustment. This way it is a delimitation of the study. The data were collected from the Madurai district only. This is another delimitation of this study. The data were collected only from female teachers.

Conclusion

Thus, the investigator concluded with the importance of marital adjustment among the female teachers to achieve higher in their professional life. They have to be emotionally well-being and accept what it may be in life. Never have the fixed protocol on their marital environment is very much needed in today's state. Life is to live not to worry.

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A STUDY ON RELATIONSHIP BETWEEN SELF CONCEPT AND DEPENDENCY-INDEPENDENCY OF STUDENT TEACHERS

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Abstract

Personality covers the whole nature of the individual. Psychology does not regard personality as a passive entity but as that dynamic character of the individual which finds expression through his conduct and activities. This paper reports on relationship between self concept and dependence-independence of student teachers. The sample consists of 1080 student teachers of Madurai revenue district. Multi Dimensional Personality Inventory constructed by Manju Rani Agarwal was used to get the data from the student teachers. Percentage analysis, Mean, Standard deviation, 't'test and Product moment correlation were used for analyzing the data. The results showed that there is significant relationship between self concept and dependence-independence of student teachers.

Key words: *Dependence-independence, Relationship, Self concept, Student teachers.*

Introduction

Personality covers the whole nature of the individual. Psychology does not regard personality as a passive entity but as that dynamic character of the individual which finds expression through his conduct and activities.

The core of personality is the self concept; Cattell (1957) referred to self concept as the 'Key stone of personality'. Rogers (1951) who developed a theory of personality based on the concept of self, explaining the concept says "man is an organized whole rather than an accumulation of atomistic units". He deals with the total individual. Self concept has been considered as a person's view of himself, the fullest description of himself, of which a person is capable at any given time.

Self Concept implies a person's perception (or) view of himself. Self concept is what the individual thinks as his actual self. Self concept plays an important role in the development of personality of an individual. The positive Self concept is likely to enable an individual to lead a happy, contented and well-managed life. The idea of self starts growing from the period of infancy and grows during childhood, adolescence and maturity.(Thambi Dorai and Muthuchamy 2008).

A person who amities others and relies upon for his thoughts and expressions is said to be a dependent person. A person who expresses his own thoughts and ideas by himself without taking the help of others is said to be an independent person. An independent person wills not only express whatever comes into his mind but will tackle any problem, emotional or mental, that he encounters in life. The behavior characteristics of a dependent person are as follows:-

- Generally depends on others for his work, hardly helps others
- Always seeks guidance from others
- Invites instructions from others to get away with his problems
- Shifts his responsibilities to others
- Keeps problems pending for quiet a longer time

The behavior characteristics of an independent person are as follows:-

- Can discharge the duty entrusted to him
- Tries to solve the problems in his life
- Has high confidence in him to face any situation in life
- Never in search of undue help from others

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Significance of the Study

Researchers approved that the levels of their personality traits characterize a person. How and why one differs from another is an important part of the study of personality. In a healthy classroom atmosphere, student teachers are given the opportunity to develop and enhance all the aspects of their levels of personality. When the psychological traits of personality are achieved within the student, one is more likely to be motivated to achieve, cooperate and take on new challenges. One's personality traits play an important role in one's behavior, even in childhood and influence not only the goals one sets for oneself but also the ways in which one goes about achieving the goals. It is important for a student teacher, future teacher to have a sound personality which will reflect upon the students. So the investigator wanted to study the relationship between self concept and dependence-independence of student teachers.

Statement of the Problem

Is there a relationship between self concept and dependence-independence nature of student teachers?

Title of the Problem

A study on relationship between self concept and dependence-independence of student teachers

Operational Definitions

Relationship

The way in which two or more things is connected

Self concept

The investigator means by self concept as a person's perception (or) view of himself. Self concept is what the individual thinks as his actual self.

Dependence-independence

The investigator means by dependent person as a person who is friendly with others and relies upon for his thoughts and expressions. An independent person is a person who expresses his own thoughts and ideas by himself without taking the help of others.

Student teachers

The investigator means by student teachers those students, who are undergoing Bachelor's degree in Education (B.Ed.) programme in Colleges of Education, Madurai revenue district, affiliated to Tamilnadu Teachers Education University, Chennai.

Objectives of the Study

1. To find out the level of self concept and dependence-independence of student teachers.
2. To find out the relationship between self concept and dependence-independence of student teachers.

Null Hypotheses

1. There is no significant difference in self concept of student teachers with respect to a) Gender, b) Type of college, c) Nature of college.
2. There is no significant difference in dependence-independence of student teachers with respect to a) Gender, b) Type of college, c) Nature of college.
3. There is no significant correlation between self concept and dependence-independence of student teachers.

Methodology

Survey method of research was adopted for the study.

Population and Sample fort the Study

The population of the present study consists of all B.Ed. students of Madurai revenue district.1080 B.Ed. students from 20 colleges of education, Madurai revenue district were selected through random sampling technique for the study.

Tools Used for the Study

For the present study, the investigator used the following tools,

- Multi Dimensional Personality Inventory constructed by Manju Rani Agarwal.
- Personal Data Sheet prepared by the investigator.

Data Analysis

To interpret the raw data, analyses were done using Percentage analysis, Mean, Standard deviation, 't' test and Product moment correlation. The results of the analyses are presented in the following tables.

Level of Self Concept and Dependence-Independence of Student Teachers

1. The level of self concept and dependence-independence of student teachers is moderate.

Table 1

Level of self concept and dependence-independence of student teachers

S.No.	Level of self concept	No. of students	%	Level of dependent-independent	No. of students	%
1.	*Low*	275	25.5	*Low*	254	23.5
2.	*Moderate*	510	47.2	*Moderate*	548	50.7
3.	*High*	295	27.3	*High*	278	25.7
4.	***Total***	**1080**	**100.0**	***Total***	**1080**	**100.0**

It is inferred from the above table that among student teachers, 25.5% are low, 47.2% are moderate and 27.3% are high in the level of self concept. Further it is inferred that 23.5% are low, 50.7% are moderate and 25.7% are high in the level of dependent-independent.

Self Concept of Student Teachers

2. There is no significant difference in self concept of student teachers with respect to a) Gender, b) Type of college, c) Nature of college.

Table 2

Difference in self concept of student teachers

Factor		N	Mean	S.D	't' value	'p' value	Remarks
Gender	Male	316	44.93	6.174	0.142	0.887	NS
	Female	764	44.98	5.763			
Type of college	Women	555	44.75	5.891	1.216	0.224	NS
	Coeducation	525	45.19	5.873			
Nature of college	Govt. Aided	90	47.23	5.202	3.842	0.000	S
	Self finance	990	44.76	5.901			

It is inferred from the above table that there is no significant difference in self concept of student teachers with respect to gender and type of college whereas there is significant difference in self concept of student teachers with respect to nature of college.

From the mean value, it is found that Government Aided college student teachers (M=47.23) are better in the dimension self concept than self finance college student teachers (M=44.76).

Dependence-Independence of Student Teachers

3. There is no significant difference in dependence-independence of student teachers with respect to a) Gender, b) Type of college, c) Nature of college.

Table 3
Difference in dependence-independence of student teachers

Factor		N	Mean	S.D	't' value	'p' value	Remarks
Gender	Male	316	44.56	5.916	0.683	0.495	NS
	Female	764	44.83	5.939			
Type of college	Women	555	44.80	5.874	0.254	0.800	NS
	Coeducation	525	44.70	5.995			
Nature of college	Govt. Aided	90	47.82	5.911	5.191	0.000	NS
	Self finance	990	44.47	5.856			

It is inferred from the above table that there is no significant difference in dependence independence of student teachers with respect to gender, type of college and nature of college.

Correlation between Self Concept and Dependence-Independence of Student Teachers

4. There is no significant correlation between self concept and dependence-independence of student teachers.

Table 4
Correlation between self concept and dependence-independence of student teachers

Factors	Table value	Calculated r value	Remarks
self concept and dependent-independent	0.081	0.495	S

It is inferred from the above table that there is significant correlation between self concept and dependence-independence of student teachers

Findings

1. Self Concept of Student Teachers

1.1 27.3% of student teachers have high level of self concept.

1.2 Male and female student teachers do not differ in their self concept.

1.3 Women and co-education college student teachers do not differ in their self concept.

1.4 There is significant difference between Government aided and self finance college student teachers in their self concept

2. Dependence-Independence of Student Teachers

2.1 25.7% of student teachers only have high level of dependence-independence.

2.2 Male and female student teachers do not differ in their dependence-independence.

2.3 Women and co-education college student teachers do not differ in their dependence-independence.

2.4. Government aided and self finance college student teachers do not differ in their dependence-independence.

3. Correlation between Self Concept and Dependence-Independence of Student Teachers

3.1   There is a significant correlation between self concept and dependence-independence of student teachers.

Interpretation

The percentage analysis reveals that only 27.3% of student teachers have high level of self concept. This may be due to the fact that the student teachers might have minimum opportunities in their school and college level to improve their self concept.

The 't' test reveals that Government Aided college student teachers (M=47.23) are better in the dimension self concept than self finance college student teachers (M=44.76). This may be due to the fact that Government Aided college student teachers getting admitted to the colleges purely by merit have high self concept and do not depend much on others for their studies and future life.

The percentage analysis reveals that only 25.2% of student teachers have high level of dependent-independent. This may be due to the fact that the student teachers because of their over work load and pressure are unable to work independently and depend on others.

The correlation analysis reveals that there is significant correlation between self concept and dependence-independence of student teachers. This may be due to the fact that the student teachers who think high about themselves deal effectively with situations and possess are able to complete their work dependently or independently.

Educational Implications

- It is found that the level of self concept of student teachers is moderate. In order to develop it, the teacher educator should praise the student teachers accomplishments in specific domains. Feedback is most effective when it addresses the role that the student teacher played in producing positive outcomes.
- Teacher educators should praise student teacher's efforts and improvements in skills, in addition to the praise directed towards their accomplishments.
- Teacher educators must first work with student teachers to identify and discuss elements of tasks that show room for improvement. They can provide the guidance, support and resources needed to accomplish this improvement. Strategies include helping student teachers practice skills, giving them tips, or suggesting relevant workshops or programs to enhance skills.
- Teacher educators should avoid making negative comments or giving negative feedback to student teacher. Instead, describe and praise what they should do, rather than what they should not do.
- Classroom interventions such as peer tutoring and cooperative learning may promote self concept.
- It is found that the dependence-independence level of student teachers is moderate. To improve the dependence-independence levels of student teachers, they should be properly guided with necessary guidance programs by teacher educators and experts. Student teachers should be trained to do their academic work independently and not depend on their peers.
- Teacher educators should arrange meditation programs to student teachers. Yoga must be introduced as one of the subjects in the B.Ed., curriculum.

Conclusion

The author concludes that there is a relationship between self concept and dependence-independence of student teachers. The role of teacher educational institutions and teacher educators are vital in developing self concept and dependence-independence among student teachers.

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EFFECTIVENESS OF EDUCATIONAL TECHNOLOGY IN TEACHING LEARNING PROCESS OF B.ED STUDENTS

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Abstract

The present study was carried out to find the effectiveness of Educational Technology in teaching – learning process of B.Ed., students. The tool was prepared and validated by the investigator. Survey and questionnaires were the main means of data collection. The investigator found that the B.Ed., students faced the problems like scarcity of trained educational technology teacher, shortage of computers and Internet facilities.

Introduction

Educational technology covers two aspect in teaching learning process i.e. technology as a things and technology as a social process. Educational technology is the embodiment of the practical information which is the outcome of the application, science of teaching and learning to observe it practically in the classroom together with the aids and teaching strategies developed to give a feed back in its application. In the field of education there are a number of products joint instructional procedures with instructional tools. Learning theories play a pivotal role in teaching learning process, which help teachers, and to integrate them in to teaching. Each theory of learning has its own procedures for instruction general and for the use of education technology in particular. The use of technology in education has witnessed many series of change from nearly a way of instructing to development of educational technology as a system. Aggarwal (1995, p.19) stated that: "One of the important components of education is teaching". Therefore, teaching technology is a special branch of education technology. Education technology involves teaching, learning technology and systems approach.

Educational technology is correlated with the application of audio-visual aids. A trained instructor use these audio-visual aids to make his instruction effective. Electronic revolution is engulfed in educational technology, which has led to a stage of remarkable software and hardware. The audio-visual aids such as projector, tape record, radio and television has completely changed the background of education that why educational technology was given importance in teaching learning process of B.Ed students.

Review of Related Literature

Technology describes a process that is something that the people do to solve problems or to achieve objectives and products such as instruments and tool, something that can be touched and exists and can utilize to satisfy the community needs. Jagannath Mohanty (1992, p.4): "It is believed that the application of different modern methods and instruments is needed for assisting the teacher to perform his job better whatever he has been previously doing for a long time. In view of this objective the audio-visual movement has not been initiated for the past two generation. But because of the absence of coordinated and sincere efforts, the audio-visual material have not been utilize sufficiently. Many of this type of aids have been found lying idle and dusty and some have been out of order all the time.

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However there are some instructors who are keenly interested in the use of the audio-visual materials available to them." Venkataiah (1996, p.17): "The teacher has to play a fundamental role for the success of the Educational Technology The teaching aids either new or old just supplement the attempts of the teacher to improve the learning process. ET cannot be a substitute for the instructor. The technologies help him to perform his duty in an efficient way to achieve the educational goals."Educational technology has the ability to improve the teaching learning process. Educational technology in use of self-instructional programme known as individualize instruction, to improve the quality of teaching learning process of B.Ed., students.

Objectives

Objectives of the study were

1. To determine the effect of educational technology in teaching learning process of B.Ed., students.
2. To analyse the problems faced in the use of education technology by B.Ed., students.
3. To point out the emerging trends in the use of educational technology by B.Ed., students.
4. To assess the status of educational technology in teaching learning process by B.Ed., students.

Methodology

Survey and questionnaires were the main means of data collection. Self assessment questionnaires were administered on sampled teacher educators and B.Ed., students. Chi Square was applied to measure the availability, usefulness, emerging trends, utilization, status and impact of educational technology.

Data Analysis

The following results are presented after the data were analyzed statistically.

Table No 1 Opinion of Teacher educators about the usefulness, provision and availability of E.T

S.No	Statement	Chi
1	B.Ed, Students faced problems in having access and use of radio as a medium	418.89
2	The B.Ed, Students faced problems in having access of ETV as a medium	317.7
3	E.T encourages access of B.Ed, Students to video cassettes	253.85
4	Cds have involved more senses for effective teaching and learning	64.84
5	The B.Ed, Students has have related training in use of ET	6
6	The B.Ed, Students has have related seminar / conferences regarding ET.	31.88
7	Institutions have providing ET items for the benefits of the B.Ed., students.	8
8	It was difficult to provide enough places for the use of ET	83.30
9	Institutions were providing adequate ET for technical subjects	93.97

It is observed from the above analysis that the calculated value of Chi-square is greater than table value of chi = 9.488 at P = 0.05. So as a whole the result is significant. Therefore, it is supported the statements that B.Ed., students faced problems in having access and use of emerging technologies.

Table No 2 Suggestions / Comments of the B.Ed., Students Regarding the Usefulness of Educational Technology

S. No	Suggestion	Frequency	% Age
1	Utilization of educational technology should be insured	80	16.49
2	Computer should be provided	65	13.40
3	Proper guidance & counselling should be given to each B.Ed. Students	58	11.96
4	Trained educational technology should be provided	52	10.72
5	Television channels should be launched	50	10.31
6	Internet facilities should be provided	45	9.28
7	Lab should be managed properly	41	8.45
8	Science subject should be taught by experiments	34	7.01

| 9 | Teacher Educators presence should be assured | 30 | 6.19 |
| 10 | Enough places should be provided for educational Technology | 30 | 6.19 |

The table No: 2 shows the frequency and percentage of various suggestion / comments regarding the availability, usefulness, problem, emerging trends and status of educational technology.

Recommendations

Keeping in view the restrictions with respect to in-adequate educational technology facilities the researcher presents a few general recommendations. The researcher firm in his belief that: if the existing in-adequate resources are optimally utilized and efficient management is corrected; the motivation for innovation in using Educational Technology would start in no time in the B.Ed Colleges. As computer promotes active participation of B.Ed., students therefore it should be included in curriculum as a compulsory subject. There should be a continuous system of curriculum revision at all levels in accordance with national needs, market requirement and capabilities of B.Ed., students to improve intellectual level of students and pedagogical skills of the teacher educators. Colleges should devise flexible timetable to give considerable space for the use of Educational Technology. Long term and short-term training should be conducted for B.Ed., students. College should be fully equipped with emerging technologies. The course contents should be extensively assisted through online programmes. Systematic and advance teaching strategies should be adopted. Computer should be used in science practical to promote objectively. In order to gain maximum benefits of emerging technologies B.Ed. Students may be provided opportunities to participate in seminar / conference / workshop in order to develop skills of using these technologies effectively.

Conclusion

It was observed from the data analysis it was also pointed out that B.Ed, Students in general do not use audiocassettes in teaching learning process. The students faced the problems like scarcity of trained educational technology teacher, shortage of computers and Internet facilities. The students pointed out that computer are not used in science practical, which could enhance the teaching learning process tremendously.

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