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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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

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Education is the process of facilitating learning, or the acquisition of knowledge, skills, values, beliefs, and habits. Educational methods include storytelling, discussion, teaching, training, and directed research. Education frequently takes place under the guidance of educators, but learners may also educate themselves. Teachers are at the frontlines of the movement to achieve quality education for all every single day. The modern teaching profession is also about taking on broader roles to promote education.

A great teacher is one a student remembers and cherishes forever. Teachers have long-lasting impacts on the lives of their students, and the greatest teachers inspire students toward greatness. Teachers who are skilled at communication, classroom management and appropriate discipline techniques create a positive learning environment. Although being well versed in your subject area is important, being able to communicate necessary skills and concepts in a way students can understand is crucial. Teachers develop skills over time through best practices shared by other teachers, continuing education and classroom experience.

Teachers' roles today are considerably different than they used to be. Teachers were once issued a specific curriculum to teach, and a set of instructions on how to teach it, using the same methods for all students. In today's world, a teacher's role is quite multifaceted. Their job is to counsel students, help them learn how to use their knowledge and integrate it into their lives so they will become valuable members of society. Teachers are encouraged to adapt learning methods to each individual student's learning, to challenge and inspire them to learn.

Every classroom is different. It is this complexity in which they operate in that provides a compelling reason for teachers to look more closely into their own teaching practice. One way for them to do so is to conduct research, right in their own classroom. This need to find out whether a teaching practice is effective has become more urgent, because student outcomes are now more wide-ranging.

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 contain 6 research papers. We thank all the contributors and also invite researchers to send their articles to our journal.

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ACHIEVEMENT IN CHEMISTRY OF HIGHER SECONDARY STUDENTS AND THEIR SCIENCE INTEREST

S.Anuruba

Abstract

Achievement test as the name signifies are employed for measuring the amount of success or achievement of individual in a specific field or area or accomplishment. In the school situation an achievement test is used as a tool for measuring the nature and extent of students learning in a particular subject or a group of subjects. The present attempt has been done so as to study the achievement test in chemistry and science interest of the higher secondary students. Random sampling technique has been used for the selection of the sample. The achievement test in chemistry has been constructed and validated by the researcher and as many as 200 higher secondary students has been selected for this purpose and their responses were collected and computed according to the objectives framed. The findings of the study revealed that majority of the higher secondary students shows average level of achievement in chemistry and their science interest and the same trend has been seen in respect of the sub-samples too.

Keywords: Achievement -Science interest- Higher Secondary students.

Introduction

Science interest is necessary for pupils to pursue Science Education. Without having sizeable amount of interest, one cannot have Science Education properly and of course even one cannot adjust in daily life. Acquiring of Science knowledge and Scientific outlook are the two main objectives of teaching of science.

Need for the Study

Achievement test as the name signifies are employed for measuring the amount of success or achievement of individual in a specific field or area or accomplishment. In the school situations an achievement test is used as a tool for measuring the nature and extent of students learning in a particular subject or a group of subjects. Interest is important to motivate students to learn. Science is the study of everyday life. To promote its profile, teachers, researchers and industrial experts should come together starting from school level, and work towards investigating, promoting and displaying the potential of young talent, which will naturally inspire young people to take it up as a career. The present study therefore attempts to find out the relationship between achievement in chemistry of Higher Secondary students and their Science Interest.

Statement of the Problem

A study of Achievement in Chemistry of Higher Secondary students and their Science Interest.

Operational Definitions of Key Terms

1. **Chemistry:** Chemistry, in the study, is the science of the composition, structure, properties and reactions. Chemistry is chiefly concerned with atoms and their interactions with other.
2. **Achievement:** The phrase 'achieves' signifies the level of educational development of an individual as determined by the score of a test designed to measure the knowledge or proficiency in theoretical study acquired by formal education.
3. **Interest:** interest here means something each and everyone has to endure instead of thinking as a task.
4. **Higher secondary students:** The term 'Higher secondary students' means the students studying XI and XII standards in higher secondary schools. In this study the term 'Higher secondary students' refers to the XI standard students studying chemistry as one of their subjects.

Objectives

1. To find out the level of Higher Secondary students Achievements in Chemistry.
2. To find out the level of Higher Secondary students Science Interest

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3. To find out whether there is any significant difference between the male and female Higher Secondary students in their achievement in Chemistry.
4. To find out whether there is any significant difference between the Government and Private Higher Secondary students in their Science Interest.

Hypotheses

The following are the hypotheses for the present investigation formulated from the above framed objectives.

1. The Higher Secondary students showed high level of Achievement in Chemistry.
2. The Higher Secondary students showed high level of Science Interest.
3. There is significant difference between the male and female Higher Secondary students in their Achievement in Chemistry.
4. There is no significant difference in Science Interest between the Higher Secondary students studying private and Government Higher Secondary schools.

Method

In the present study, Normative survey method of research has been adopted.

Tools Used

Achievement test in Chemistry has been constructed and validated by the researcher was used in the present study. The test consists of 48 items which were multiple choice questions. The correct answer carries one mark and the wrong answer carries zero mark. The maximum score of this test is 48 and the minimum score of this test is 0 and also the person who scores upto 18 is low level of Achievement in Chemistry. Above 18 to 28 is average level of Achievement in Chemistry. Above 28 were said to have high level of Achievement in Chemistry.

Science Interest test by L.N. Dubey and Archana Dubey (2005).

Sample

Random sampling technique has been used. In the selection of the sample, 200 Higher Secondary students studying in Higher Secondary schools situated in Pondicherry region were chosen as subject of study.

Statistical Techniques Used

The level of Achievement in Chemistry and Science Interest for the Higher Secondary students has been computed for the entire sample and its sub-samples and they have been furnished in Table No. 1 and Table No. 2. The mean, standard deviation and t-test were used to analyse the raw scores and to extract the findings. Suitable conclusions were drawn from the necessary discussion and implementation.

Delimitation

- (i) Only limited items are included in the tools used.
- (ii) Only a few variables are selected for this study.

Findings of the Study

The following are the findings drawn from the analysis of data. These following conclusions were arrived after appropriate findings and these conclusions are followed by necessary discussion and suggestions.

Table 1 Level of Higher Secondary Students Achievements in Chemistry is High

S. No.	Sample	Sub - Sample	Level of Achievement in Chemistry					
			Low		Average		High	
			N	%	N	%	N	%
1.	Entire sample		50	25	120	60	30	15
2.	Gender	Male	25	12.5	60	30	15	7.5
		Female	25	12.5	60	30	15	7.5

From the entire sample of the Higher Secondary students 15% of them shows high level of Achievement in Chemistry, 60 % of them shows average level of Achievement in Chemistry and 25 % of them shows low level of Achievement in Chemistry and the same trend has been seen in sub-samples too

Table 2 Level of Higher Secondary Students Science Interest: the Entire Sample and its Sub Samples

S. No.	sample	Sub - Sample	Level of Science Interest					
			Low		Average		High	
			N	%	N	%	N	%
1.	Entire sample		45	22.5	130	65	25	12.5
2.	Type of school	Government	35	17.5	45	22.5	20	10
		Private	10	5	65	32.5	25	12.5

From the entire sample of the Higher Secondary students 12.5% of them shows high level of Science Interest, 65% of them shows average level of Science Interest and 22.5% of them shows low level of Science Interest and the same trend has been seen in sub-samples too.

Table 3 Mean and the Standard Deviation of Male and Female Higher Secondary Students in their Achievement in Chemistry Scores

Sub sample	N	Mean	S.D.	't' value	Level of significance at 0.05 level
Male	100	32.37	4.184	2.77	Significant
Female	100	30.76	4.195		

In present study, the statistical analysis obtained from the table 2, the mean difference of male is 32.37 and female is 30.76, SD of male is 4.184 and SD of female is 4.195 and the 't' value is 2.77. The calculated 't' value is greater than the critical 't' value at 0.05 level. Hence there is a significant difference between male and female Higher Secondary students in their achievement in chemistry.

Table 4 Mean and Standard Deviation of Government and Private Higher Secondary Student's Science Interest

Sub sample	N	Mean	S.D.	't' value	Level of significance at 0.05 level
Government	100	31.03	5.030	1.22	Not significant
Private	100	31.85	4.513		

In the present study the statistical analysis obtained from the table 4, the mean difference of Government students is 31.03, SD of Government students is 5.030, mean difference of private students is 31.85, SD of Private students is 4.513, and 't' value is 1.22. The calculated 't' value is less than the critical 't' value at 0.05 level. Hence there is no significant difference in Government and Private Higher Secondary students in their Science Interest.

Conclusion

From the above analysis it is concluded that the majority of the entire sample of Higher Secondary students shows average level of Achievement in Chemistry. The majority of the entire sample of Higher Secondary students shows average level of Science Interest. There is a significant difference between male and female Higher Secondary students in their achievement. There is no significant difference in Government and Private Higher Secondary students in their Science Interest.

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**PROBLEM SOLVING ABILITY AMONG IX STANDARD STUDENTS IN
MADURAI DISTRICT**

Dr.C.Meenakshi**Abstract**

In today's world of ideas there is a thirst for a competition of innovative ideas. And these innovative ideas are always based on a quantitative and qualitative aptitude, which based mainly on the mathematical interest and the problem solving ability of a student. This study highlighted the importance of the problem solving ability in mathematics. The investigator adopted the normative survey method for this study. The Sample consisting of 300 school students from Madurai district were taken. The self made tool which was validated tool by the investigators, consists of 20 items was used. The result indicated that the level of Problem Solving Ability is high among IX standard students and there is no significant difference in Problem Solving Ability among IX standard students based on Gender, location and type of school students. There is significant difference in Problem Solving Ability among IX standard students based on nature and medium of IX standard students.

Introduction

“Mathematics is the language in which God has written the universe” – **Galileo**. Interest is one of the essential factors which are required to learn Mathematics”.

Statement of the Problem

Learning of Mathematics is visualized as the vehicle to train the individuals to reason out, analyse and to articulate logically. Mathematical problem solving is an individual or group activity in which a question posed, no route to the answer is indicated, the challenge of answering the question is accepted and mathematical concepts and principles are used in seeking an answer. Thus based on the fact it has become very important to know the mathematical interest and problem solving ability among IX standard students on the basis of Gender, nature of institution, types of institution, location, medium of instruction and etc.

Background of the Study

A real achiever will definitely practice in practical life also. Even very young children can gain great pleasure from working and solving problems within its domain. Since standard IX is the gateway to high school, it is necessary to develop problem solving ability in mathematics for better achievement. So, the investigator wanted to study the problem-solving ability and maths achievement among students.

Significance of the Study

To solve a problem the student must have an interest first and must draw upon previously learned items of knowledge, skills and understandings, but now he uses them in a new situation he synthesizes previous learning. To solve almost any Mathematics problem a student need interest, knowledge, skill and understanding, it is more important that teachers identify the pre-requisite learnings for problems. Hence, this study was undertaken to identify the problem-solving ability of the secondary education.

Objectives of the Study

The investigator has conducted the present study with the following objectives.

- To find out the problem-solving ability among IX standard students.
- To find out the significant difference in the problem-solving ability among IX standard students in the following variables, Gender, Types of school, Nature of the School, Medium and Location

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Hypotheses of the Study

1. Problem solving ability among IX standard students is high.
2. There is the significant difference in the problem-solving ability among IX standard students in the following variables, Gender, Types of school, Nature of the School, Medium and Location

Variables of the Study

- Problem solving ability-Independent variable.
- Population variables:

Methodology Used

Sample: The investigator adopted the normative survey method for this study. The sample is consisting of 300 school students from Madurai district.

Tool construction and Administration: The self-made tool which was validated by the investigator was used in this study. The tool consists of 20 items. The tool administered to the school students of Madurai district. The prior permission got from the principal. The responses were collected and analysed.

Statistical Techniques Used

The mean, standard deviation and the 't' test were used.

Analysis and Interpretations

H1: The level of Problem Solving Ability is high among IX standard students.

Sample	Number of students	Theoretical Mean	Calculated Mean
School students	300	10	11.4

From table it is inferred that the calculated mean of level of Mathematical interest among IX standard students is 11.4, which is higher than the theoretical mean 10, which is the frame of reference. Hence the null hypothesis is rejected and the research hypothesis is accepted. So the level of Problem Solving Ability is high among IX standard students. This may be due to the parent's qualification, student's interest on Mathematics etc.

The level of Problem Solving Ability among IX standard students with regard to Type of the school

H1: There is significant difference between the Government and Government Aided school students of IX standard in their Problem Solving Ability.

The level of Problem Solving Ability among IX standard students With regard to Type of the school

Variable	Sub variable	Mean	S.D	N	't' value	Level of significance
Type of school	Government	12.07	2.78	90	1.38	No significance
	Aided	12.65	3.09	105		

From above the table it is inferred that the calculated t' value 1.38 is lesser than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted and research hypothesis is rejected. It showed that there is no significant difference between the Government and Government Aided school students of IX standard in their Problem Solving Ability.

The level of Problem Solving Ability among IX standard students with regard to Type of the school

H1: There is significant difference between the Government and Matriculation school students of IX standard in their Problem Solving Ability.

The level of Problem Solving Ability among XI standard students With regard to Type of the school

Variable	Sub variable	Mean	S.D	N	't' value	Level of significance
Type of school	Government	12.07	2.78	90	0.71	No significance
	Matriculation	11.80	2.52	105		

From above the table 4.16 it is inferred that the calculated 't' value 0.71 is lesser than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted and research hypothesis is rejected. It showed that there is no significant difference between the Government and Matriculation school students of IX standard in their Problem Solving Ability.

The level of Problem Solving Ability among IX standard students with regard to Type of the school

H1: There is significant difference between the Government Aided and Matriculation school students of IX standard in their Problem Solving Ability.

The level of Problem Solving Ability among IX standard students With regard to Type of the school

Variable	Sub variable	Mean	S.D	N	't' value	Level of significance
Types of school	Aided	12.65	3.09	105	2.23	Significance
	Matriculation	11.80	2.52	105		

From above the table it is inferred that the calculated t' value 2.23 is greater than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected and research hypothesis is accepted. It showed that there is significant difference between the Government Aided and Matriculation school students of IX standard in their Problem Solving Ability. This may be due to experienced teacher, support from parents, support and problem solving ability.

The level of Problem Solving Ability among IX standard students with regard to Gender

H1: There is significant difference between the Male and female students of IX standard in their Problem Solving Ability.

The level of Problem Solving Ability among XI standard students With regard to Gender

Variable	Sub variable	Mean	S.D	N	't' value	Level of significance
Gender	Male	11.50	3.52	153	0.64	No Significance
	Female	11.28	2.42	147		

From above the table it is inferred that the calculated 't' value 0.64 is lesser than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted and research hypothesis is rejected. It impacts that there is no significant difference between the Male and female students of IX standard in their Problem Solving Ability.

The level of Problem Solving Ability among IX standard students with regard to Home Location

H1: There is significant difference between the Rural and Urban students of IX standard in their Problem Solving Ability

The level of Problem Solving Ability among XI standard students With regard to Home Location

Variable	Sub variable	Mean	S.D	N	't' value	Level of significance
Home location	Rural	11.75	3.07	151	0.28	No significance
	Urban	11.58	6.72	149		

From above the table it is inferred that the calculated 't' value 0.28 is lesser than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is accepted and research hypothesis is rejected. It impacts that there is no significant difference between the Rural and Urban school students of IX standard in their Problem Solving Ability.

The level of Problem Solving Ability among IX standard students with regard to Medium of Instruction

H1: There is significant difference between the IX standard students of Tamil and English Medium in their Problem Solving Ability.

The level of Problem Solving Ability among XI standard students With regard to Medium of Instruction

Variable	Sub variable	Mean	S.D	N	't' value	Level of significance
Medium of instruction	Tamil	12.38	2.96	195	9.4	Significance
	English	9.56	2.20	105		

From above the table it is inferred that the calculated 't' value 9.4 is greater than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected and research hypothesis is accepted. It impacts that there is significant difference between the IX standard students of Tamil and English Medium in their Problem Solving Ability. People who learn through Tamil Medium achieve a lot. This may be because of the family background, school environment, teachers, peers and tuition also.

The level of Problem Solving Ability among XI standard students with regard to Nature of the school

H1: There is significant difference between the XI standard students of Boys and Girls schools in their Problem Solving Ability.

The level of Problem Solving Ability among XI standard students With regard to Nature of the school

Variable	Sub variable	Mean	S.D	N	't' value	Level of significance
Nature of the school	Boys school	12.98	3.25	96	2.87	Significance
	Girls school	11.80	2.52	99		

From above the table it is inferred that the calculated 't' value 2.87 is greater than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected and research hypothesis is accepted. It impacts that there is significant difference between the IX standard students of Boys and Girls schools in their Problem Solving Ability. This result shows that Girl's over powered Boys in their level of problem solving ability. This may be due to their personal interest etc.

The level of Problem Solving Ability among IX standard students with regard to Nature of the school

H1: There is significant difference between the IX standard students of Boys and Co-Education schools in their Problem Solving Ability

The level of Problem Solving Ability among IX standard students With regard to Nature of the school

Variable	Sub variable	Mean	S.D	N	't' value	Level of significance
Nature of the school	Boys school	12.98	3.25	96	2.87	Significance
	Co-Education school	9.56	2.52	105		

From above the table it is inferred that the calculated 't' value 2.87 is greater than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected and research hypothesis is accepted. It impacts that there is significant difference between the IX standard students of Boys and Co-Education schools in their Problem Solving Ability. Boys' school students have more problem solving ability than Co-Education students. This may be due to the personal interest, teachers support and family guidance.

The level of Problem Solving Ability among IX standard students with regard to Nature of the school

H1: There is significant difference between the IX standard students of Girls and Co-Education schools in their Problem Solving Ability

**The level of Problem Solving Ability among IX standard students With regard to
Nature of the school**

Variable	Sub variable	Mean	S.D	N	't' value	Level of significance
Nature of the school	Girls school	11.80	2.52	99	6.78	Significance
	Co-Education school	9.56	2.20	105		

From above the table it is inferred that the calculated 't' value 6.78 is greater than the table value 1.96 at 0.05 level of significance. Hence the null hypothesis is rejected and research hypothesis is accepted. It impacts that there is significant difference between the IX standard students of Girls and Co-Education schools in their Problem Solving Ability. This result shows that the Girl's put more effort and training than other school students. This may be due to their personal effort, teachers and school expertise training to the students.

Educational Implications

1. Healthy competitions should be encouraged in the classroom activities.
2. The school should provide proper facilities for curricular and co-curricular activities to the students.
3. Proper opportunities should be provided for participation of all students. There should be some activity for every child and every child in some activity.
4. Home-work should be assigned according to the capacities of the students. Students should be advised to utilize library in reading books related to mental sums, Mathematicians in particular.

Delimitation of the Study

- The sample is selected from only government, government aided and matriculation Schools.
- The study is restricted to only Madurai District.

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COMPETENCY OF PRIMARY TRAINED TEACHERS WORKING IN RURAL AND URBAN AREAS IN DINDIGUL DISTRICT

Dr.I.Uma Maheswari

Abstract

The performance of a good teacher depends upon the specialization of the subject or fields to be taught and professional knowledge and skills, an understanding of educational processes and teaching skills. A teacher with training becomes more mature and confident to perform his task more efficiently. Proper education of the teacher enables him to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought out and developed. In this context the objective of the study is to find the teaching competency of primary teachers working in rural and urban areas of Dindigul district and the hypothesis is that there is no significant difference in teacher competency of primary teachers between rural and urban area. Survey type research was undertaken with the sample of 40 primary teachers from Dindigul District. The teaching competency scale developed by the investigator was used to collect data which consists of nine components based on four areas. The findings of the study revealed that there is no significant difference in teacher competency such as cognitive based teaching competency, performance based teaching competency, affective based teaching competency and consequence based teaching competency between rural and urban primary teachers.

Introduction

Teachers have always played a pivotal role in the society. The future of the nation is being shaped in our classrooms. Children are our future nation builders. Therefore, the teachers have a great responsibility in moulding the character of children by giving quality education in the school.

The performance of a good teacher depends upon the specialization of the subject or fields to be taught and professional knowledge and skills, an understanding of educational processes and teaching skills. A teacher with training becomes more mature and confident to perform his task more efficiently. Proper education of the teacher enables him to have knowledge of how children grow, develop and learn, how they can be taught effectively and how their inner potentialities can be brought out and developed. Teacher education is needed to kindle the imagination of the teacher and to remove the evils of the 'hit and miss' process, to accord a professional status to the teaching profession.

Dictionary of Education C.V.Good (1973) defines teacher education as "All formal and informal activities and experience that help to qualify a person to assume the responsibility as a member of the educational profession or to discharge his responsibility most effectively".

Initial training of teachers is organized at the following three levels ie., pre primary teacher education, elementary education and secondary teacher education.

Pre – primary teacher education is organised to prepare teachers for teaching pre-primary classes, ie., nursery and kindergarten. The minimum qualification for admission into the pre – primary teacher education programme is senior secondary examination, ie., 12 years schooling. The duration of the course is one to two years. Pre – primary teacher training institutions are mostly unaided and private institutions. Elementary teacher education organized to train teachers mainly for primary classes for 1 to 5, the minimum qualification of admission into the elementary teacher education programme is XII or intermediate. The programme duration is two years DIET's have been set up in all the states to prepare elementary level teachers. An important feature of these is that besides providing pre – service teacher education, they provide in – service education teachers. Thus both pre – service and in service educations are provided under one roof. Apart from DIET some other teacher training institutions are offering pre – service teacher education at this level.

Secondary teacher education institutions prepare teachers to teach classes 6 to 10. The minimum education required for admission a secondary teacher education programme is graduation in science, social sciences, commerce etc. A large number postgraduate also seek admission to these training institutions.

Different states follow different recruitment procedures. In some states, the recruitment is made on the basis of the candidate's performance in a competitive examination whereas, in some other states, recruitment is made on the basis of the candidate's performance in a competitive examination whereas, in some other states, recruitment is made on the basis of the academic and professional background of the candidate. The merit of each candidate is determined on the basis of his / her score in the examinations.

In some other states, a combination of the two procedure, ie., performance in a competitive examination and merit determined on the basis of academic credentials is adopted. Some weightage is given to the performance of candidates in an oral examination held through interviewing the candidates.

Operational Definition

1. Competency means capability, capacity
2. Competency is ordinarily defined as adequate for the purpose, suitable, sufficient or as equally qualified, admissible or capable.
3. Competency refers to the knowledge possessed by teacher about the teaching processes.
4. Competency is specified as outcome expected from the performance of professionally related functions.

Objectives of the Study

1. To measure the teaching competency of trained teachers working at primary level.
2. To compare the competency of trained teachers in effectiveness of teaching.
3. To study the effectiveness of rural and urban primary teacher's on teaching competence

Hypotheses

There is no significant difference in teacher competency of primary teachers between rural and urban area.

Design of the Study

The present study is survey type research, which tries to study the teaching competency of teachers working in primary level. The study also intends to find out the difference between rural and urban with regard to competency of the teacher.

Sample

The sample used in the study is stratified random sample. For this study 40 primary teachers were selected from Dindigul District.

Tool used for the study

The Teacher profile prepared by the investigator and the teaching competency scale developed by the investigator were used.

Collection of data

In order to study the competencies of teachers, classroom practices were observed with the help of teaching competency scale which consists of nine components based on four areas. They are

1. Cognitive based teaching competency
 - a. Introduction of the lesson
 - b. Development of the lesson
2. Performance based teaching competency
 - a. Explanation of the lesson
 - b. Questioning skills
 - c. Usage of Black board
3. Affective based teaching competency
 - a. Participation of the students
 - b. Classroom control and management
4. Consequence based teaching competency
 - a. Closure
 - b. Evaluation

Result and Discussion

Table 1 t - test for teacher competency with respect to locality

Competency	Rural			Urban			't' value	Significant
	N	Mean	SD	N	Mean	SD		
Cognitive	20	9.65	2.96	20	8.6	4.3	0.9	NS
Performance		17.05	3.43		16.5	4.21	0.82	NS
Affective		9.85	2.78		10.05	3.19	0.212	NS
Consequence		10.70	2.70		10.03	3.21	0.43	NS
Overall		47.25	11.28		45.00	14.47	0.55	NS

(NS – Not significant difference at 0.05 level)

't' values computed and presented in table – 1 indicates that difference in locality (rural and urban) does not show any significant difference in the cognitive based, performance based, affective based and consequence based teaching competency and overall competency of the teacher. The present study is in conformity with the findings of Rahamatulla khan (1981) who documented the attitudes and problems of trained teachers teaching subjects other than their subjects of specialisation though it contradicts the findings of Yadav,S.K., Chutani, M.C., and Lal, Rattan (1998).

Findings

The findings of the study revealed that there is no significant difference in teacher competency such as cognitive based teaching competency, performance based teaching competency, affective based teaching competency and consequence based teaching competency between rural and urban primary teachers.

Conclusion

There is a need for training with specialisation to meet the demand of primary school teachers. The present study is restricted to only four areas of the teacher competency such as cognitive based teaching competency, performance based teaching competency, affective based teaching competency and consequence based teaching competency. A study may be undertaken by considering other competencies. It considered only classroom performance of the teacher. Further, it may be extended to attitude and aptitude of the teachers at primary level with different qualifications.

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A STUDY ON ACADEMIC STRESS OF HIGHER SECONDARY SCHOOL STUDENTS

K.Thangavel**Abstract**

The objective of the study is to find out the academic stress of higher secondary school students. Survey method was used in this study. 350 students of class XI and XII were the samples. The investigator adopted the Academic Stress Scale to collect the data. Mean, Standard deviation and t-test were used for the data analysis. There was significant difference between science and arts group higher secondary school students in their academic stress. The results showed that science group students have more academic stress.

Keywords: Academic Stress, Higher Secondary, School, Students

Introduction

Tension and Stress have become a part and parcel of today's life. The 21st century has been branded as the age of 'stress and anxiety'. Stressful circumstances are encountered everyday and at every stage of human development. From the very trauma of birth itself, right through adolescence, the young meet unavoidable sources of stress. One finds stress everywhere; whether it is within the family, business organization or any other social or economic activity. Stress is physiological and psychological imbalance. It arises due to the demands on a person and that person's inability to meet those demands. Stress has been tightening its grip on the students, as they have to compete at every step of their academic career in this fast moving world. Academic stress is the product of a combination of academic related demands that exceed the adaptive resources available to an individual.

Meaning

Academic stress refers to the unpleasant psychological situations that occur due to the educational expectations from parents, teachers, peers and family members, pressure of parents for academic achievement, present educational and examination system, burden of home work etc.

Need and Significance of the Study

Academic stress is inevitable in any educational institution. In optimal limits it mobilizes the potentialities of the students to perform more effectively. However, increasing amounts of academic stress for prolonged periods may create over-whelming frustration and anxiety in the students which may in turn adversely affect their morale and academic achievement. A large number of studies on the problem pointed out the existence of academic stress in the students. The source of academic stress may vary from institution to institution and individual to individual. Stress has become an important topic in academic circle as well as in our society. Hence the study is very significant in the present scenario. In this background, the investigator wanted to find out the academic stress of higher secondary school students.

Objectives

1. To find out whether there is any significant difference in academic stress of higher secondary school students with regard to gender.
2. To find out whether there is any significant difference in academic stress of higher secondary school students with regard to subject group.

Hypotheses

H₀1: There is no significant difference between male and female higher secondary school students in their academic stress.

H₀2: There is no significant difference between science and arts group higher secondary school students in their academic stress.

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Delimitation

1. The study is limited to higher secondary school students in Madurai district only.
2. The investigator has chosen only 350 students as sample for the study.

Methodology

The investigator has adopted survey method in the present study.

Population and Sample

The population for the present study consists of XI and XII Standard students studying in higher secondary schools of Madurai Educational district. The investigator used simple random sampling technique. XI and XII standard students studying in 10 higher secondary schools were randomly chosen. In total, 350 students were chosen as sample for the study.

Gender-Wise Distribution of the Sample

Gender	No. of students	Percentage
Male	182	52.0
Female	168	48.0
Total	350	100

Out of 350 samples taken for the study, 52.00% of the students were the male and 48.00% of them were female.

Fig.1 Gender-Wise Distribution of the Sample

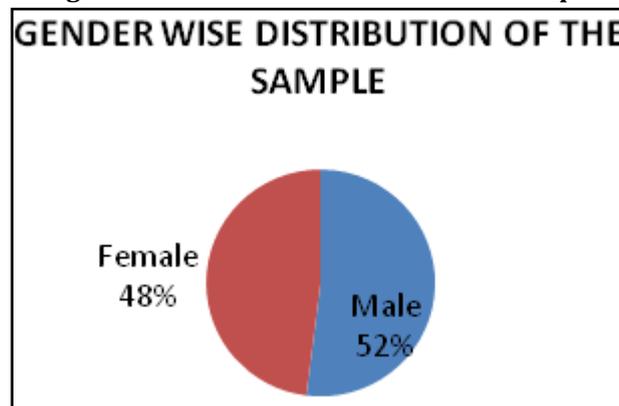
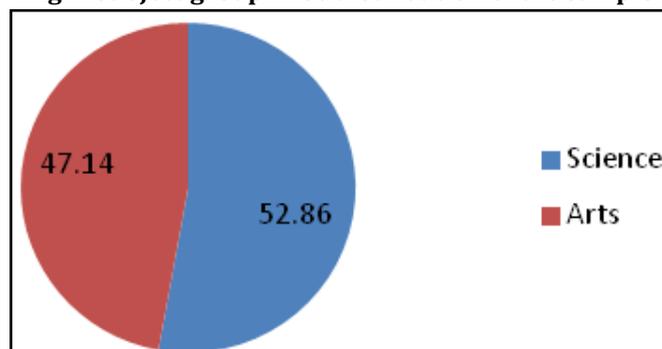


Table 2 Subject Group-Wise Distribution of the Sample

Subject Group	No. of students	Percentage
Science	185	52.86
Arts	165	47.14
Total	350	100

From the above table, it is clear that 52.86% of the students are science group and 47.14% of the students are arts group.

Fig. 2 subject group-wise distribution of the sample



Tool Used

The Academic Stress Scale {**Rajendran and Kaliappan (1990)**} was adopted by the investigator. It consists of 40 items. Each item had five alternatives varying from the response 'No Stress' to 'Extreme Stress'.

Analysis of Data

Table 3 Difference between male and female higher secondary school students in their academic stress

Variable	Type of Gender	N	Mean	S.D	Calculated 't' value	Remarks
Gender	Male	182	125.09	12.67	0.392	NS
	Female	168	126.27	13.17		

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

Table 4 Difference between science and arts group higher secondary school students in their academic stress

Variable	Type of Subject group	N	Mean	S.D	Calculated 't' value	Remarks
Subject Group	Science	185	127.83	13.38	2.43	S
	Arts	165	117.62	12.81		

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

Results and Discussion

- The table 3 reveals that there is no significant difference between male and female higher secondary school students in their academic stress while comparing the mean scores of male (m=125.09) and female (m=126.27) higher secondary school students.
- The table 4 reveals that there is significant difference between science and arts subject higher secondary school students in their academic stress. While comparing the mean scores of science group (m=127.83) and arts group (m=117.62) higher secondary school students in their academic stress, the science group students have more stress than the arts group students. This may be due to the fact that science group students have much theoretical inputs and practical activities towards the academic achievement than arts group students.

Educational Implications

- It is found from the study that the science group higher secondary school students have more academic stress. This clearly showed that stress should be reduced in academic activities. It is the duty of the teacher should be given systematic simple periodic activities to the students.
- Group activities such as group discussions, cultural programmes, sports and games may be conducted to reduce the stress.
- Meditation class may be arranged for higher secondary school students.
- Teacher may follow up the daily study activities of science group students as well as arts group students.
- As a preventive measure, the student must undergo stress management programmes especially during the vulnerable periods.

Conclusion

Students are the budding future of a nation and it is imperative for the teachers, parents and caregivers to understand the factors which might be stressful to students and recognize ways to help them cope up with such situation. The management of the problem of academic stress requires a study of all dimensions and implications in detail and the plan strategies for prevention of the problem initially at the school level and further manages at the individual level or in a group setting. We need to have school psychologists to handle usual psychological and academic problems in the school. They should be made dynamic, having better stress tolerance, problem solving abilities, proper self-evaluation and goal setting. High quality education is essential in developing human potential and maintaining mental health is also equally important. Broadly, it can be concluded that the acceptable levels of stress help to improve the individuals' performance.

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**A STUDY ON LEADERSHIP QUALITIES AMONG THE
B.Ed STUDENTS OF CHENNAI CITY**

R.Sunitha**Abstract**

Leadership has played an important role in the human history since earliest times. In modern society, too, there is a great emphasis on Leadership there is a continual search for men with leadership qualities. The present day crisis in India is the crisis of leadership which can give new dimensions to the people zeal in accordance with the concepts of democracy and socialism.

Educational leadership occupies a strategic position in the world today. Many accumulating factors are making it increasing imperative that we examine re-examine and define the concepts, values goals, methods and evaluative procedures that are needed meet the crisis in educational leadership that is now apparent.

Meaning of Leadership

The word "leadership" is most talked about and the least understood phenomenon in the world. By leadership a majority of people learning to their mind a number of leaders who have had direct or indirect impact upon them and upon their world.

Terry [1960] writes that "Leadership is the activity of influencing people to Strive willingly for group objectives". Tannebaun et.al [1961] defines it as "interpersonal influence exercised in a situation and directed through the communication process, towards the attainment of a specialist goals". Stogdill [1950] take leadership as "the process of influencing activities of an organized group in its efforts towards setting goal achievement". Leadership is the performance of these acts which help the group to achieve its preferred outcomes.

Leadership has therefore, double meaning , the dictionary meaning of the verb 'to lead shows that the term is used in two different senses." To excel, to be in advance, to be prominent, "and " to guide others to be head of an organization, to hold "command". In the former sense leadership is identified with individual pre-eminence and in the latter sense, it is identified with organizational talent. Thus personal leadership may be distinguished from group leadership. A person is born with the talent for personal leadership but he must learn group leadership.

According to Allen "leadership is the activity of persuading people to co-operative in the achievement of a common objective."

According to La-pure, "leadership is behavior that affects the behavior of other people more than their behavior affects that of the leader.

Need for the Study

Teachers need to guide the learners to achieve quality objectives. It is needed to meet the needs of the changing society. The pupil must be properly trained to become good citizen of the land. It is the duty of the teacher to develop the quality of the student.

The student teacher must possess the leadership quality. In order to measure the leadership qualities of the student teachers in various educational institutions and study the difference in leadership qualities among them is attempted here.

Significance of the study

In the developing country, like India, we are in need of more leaders to lead the group of people towards the right way. The leadership quality training gives confidence, Team spirit, Co-operation, Collaboration can be developed through leadership training. The leadership training makes an individual to be more powerful in solving problems. This study makes an attempt to understand the leadership qualities of students.

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Statement of the Problem

A study on leadership qualities among the B.ED students in Chennai City.

Leadership Definitions

"Leadership is a relationship between those who aspire to lead and those who choose to follow" [Kouzes and Posner, 2002]

"Leadership is a process whereby an individual influences a group of individuals to achieve a common goal". [Northouse, 2004]

"Leadership is influencing process of leaders and followers to achieve organizational objectives through changes" [Lussier and Achua, 2004].

"Leadership is the behavior of an individual directing the activities of a group towards a shared goal". [Hemphill and Coons, 1957].

Objective

To study the significant difference if any among B.Ed students with respect to background variables.

Hypotheses

1. There is no significant difference in leadership qualities of B.Ed students in Government and Aided Colleges.
2. There is no significant difference in leadership qualities between men and women students of B.Ed.
3. There is no significant difference in leadership qualities between art and science students.
4. There is no significant difference in leadership qualities between urban and rural students.

Limitation

1. This study has been confined to 5 B.ED colleges in Chennai City.
2. The sample selected is restricted to 300.

Methodology

The present investigation, "Leadership Qualities among B.ED students, has been designed as a descriptive study. 300 students were chosen for study as per random sampling method.

The questionnaire was prepared and given to experts in education for validation. According to this suggestion corrections were done. Pilot study was conducted. Reliability of the tool was calculated using split half method, and it was found to be 0.96. t-test is used for analyzing and interpreting the data.

Data Analysis

Hypothesis 1

1. There is no significant difference in leadership qualities of B.Ed students in Government and Aided Colleges.

Table 1 Mean and Standard Deviation for Students in Government and Aided Colleges

College	Sample	Mean	SD	SED	t-test
Aided	175	238.19	36.659	3.164	1.521
Government	125	231.33	39.770		

Result

Calculated value is 1.521 is less than the table value (2.58 at 0.01 level).

Inference

Since calculated value is less than the table value, the null hypothesis is accepted, and it is inferred there is no significant difference in leadership qualities of B.Ed students in government and aided colleges.

Hypothesis 2

There is no significant difference in leadership qualities between men and women students of B.Ed.

Table 2 Mean and Standard Deviation for Men and Women Students

Gender	Sample	Mean	SD	SED	t-test
Women	150	215.63	40.224	5.126	10.465
Men	150	255.03	22.561		

Result

Calculated value is 10.465 is higher than the table value (2.58 at 0.01 level).

Inference

Since calculated value is higher than table value, the null hypothesis is rejected, and it is inferred there is significant difference in leadership qualities of men and women students.

Hypothesis 3

There is no significant difference in leadership qualities between art and science students.

Table 3 Mean and Standard Deviation for Arts and Science Students

Subject	Sample	Mean	SD	SED	t-test
Arts	150	236.49	37.634	6.224	0.526
Science	150	234.17	38.595		

Result

Calculated value is 0.526 is less than the table value (1.96 at 0.05 level).

Inference

Since calculated value is less than table value, the null hypothesis is accepted, and it is inferred there is no significant difference in leadership qualities between arts and science students.

Hypothesis 4

There is no significant difference in leadership qualities between urban and rural students.

Table 4 Mean and Standard Deviation for urban and Rural Students

Place	Sample	Mean	SD	SED	t-test
Urban	161	237.18	38.648	6.220	.908
Rural	139	233.19	37.418		

Result

Calculated value is .908 is lower than the table value (1.96 at 0.05 level).

Inference

Since calculated value is less than table value, the null hypothesis is accepted, and it is inferred there is no significant difference between rural and urban Students.

Major Findings

1. There is no significant difference in leadership qualities of B.Ed students in government and aided colleges.
2. There is significant difference in leadership qualities of men and women students in government and aided colleges.
3. There is no significant difference in leadership qualities between arts and science students.
4. There is no significant difference between rural and urban students.

Educational Implications

The above finding has lead to the following educational implications.

1. Leadership quality is a need to meet the needs of the changing society.
2. Teachers need to guide learner to achieve quality objectives.

3. The duty of a teacher is to develop the quality of the student. So, the student teachers must be trained properly to develop their leadership quality.
4. Educational training institution must be aware to develop their leadership quality as well as their personality.
5. The student teachers must be given freedom to share ideas and opinions about their problems actively participate in activities etc.
6. Assessing leadership qualities of students and providing suitable leadership training for them will develop overall personality of students.

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**CORRELATION BETWEEN PROFESSIONAL RELATIONSHIP AND
TEACHING COMPETENCY OF TRAINING COLLEGE TEACHERS**

Dr.G.Maheswari**Abstract**

In this research paper correlation between teaching competency and professional relationship has been studied. The Professional Relationship Scale (PRSTCT) and The Teaching Competency Scale (TCSTCT) for training college teachers constructed and validated by the investigator have been used to collect the data from the sample of 400 training college teachers working in Cuddalore, Nagapattinam, Villupuram, Perambalur, and Thanjavur district of Tamilnadu, India. The normative survey method has been adopted and the stratified random sampling technique was used in administration of the research tools. The entire sample and various categories of sub samples such as gender, type of college, major subject, classes handling and years of experience fall in the category of average teaching competency and professional relationship. There is a significant and positive correlation existing between the dependent variable teaching competency and the independent variable such as professional relationship.

Introduction

Teacher education is concerned with aspects such as, who (Training college teachers), whom (student teachers), what (Content) and how (Teaching strategy). Teacher education is dependent upon the quality of training college teachers. They are responsible for the development of teaching skills, proficiency and competence of prospective teachers. This would enable and empower them to meet the requirements of the profession and face the challenges therein. One of the objectives of teacher training colleges is to produce efficient teachers with high qualities. So the teacher training colleges give priority to different skills, methods, principles, definitions, ideas, techniques and help student-teachers to prepare lesson plans, take guidance for and approval of the lessons and then teach in the classroom accordingly. In the present situation the aim of education changes quickly depending on the demands. These demands directly affect the educational system. Teachers are directly responsible for operating the educational system so that they acquire strong and efficient professional competencies. Teaching competencies is a incorporated set of personal characteristics, knowledge, skills and attitudes that are needed for effective performance in various teaching environments. For enhancing teaching competency one of the main components is professional relationship. Relationships are more important to the educational experience. It is helpful to the individual influencing future relational experiences. Strong relationships based upon trust and cooperation of teachers with students, teachers, parents, administrator, board of education and community residents can play an important role in improving educational institutions and student performance.

Significance of the Study

In the present situation the aim of education changes quickly depending on the demands. These demands directly affect the educational system. Teachers are directly responsible for operating the educational system so that they acquire strong and efficient professional competencies. Competencies are the positive combination of knowledge, ability and willingness in the availability of the individual to cope successfully and responsibly with changing situations. Teachers' competencies as knowledge and skills of teachers required for effective and quality education at the higher education level. These include a set of teaching skills that a teacher at the tertiary level needs to possess and to become an effective teacher. These are pedagogical skills, classroom management and assessment skills and research skills.

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In addition to that teachers' relationship with students, teachers, parents, administrator, board of education and community are very important for enhancing teaching competency. Therefore the investigator has been to study the correlation between *correlation between professional relationship and teaching competency of training college teachers.*

Objectives of the Study

1. To study the **level** of teaching competency of training college teachers.
2. To study the level of professional relationship of training college teachers.
3. To find out whether there is any significant relationship between teaching competency and professional relationship of training college teachers of the entire and various sub-samples.

Hypotheses of the Study

1. The **level** of teaching competency among training college teachers is average.
2. The level of professional relationship among training college teachers is average.
3. There is no relationship exists between teaching competency and professional relationship of training college teachers of the entire and sub-samples.

Method of Study

The normative survey method was adopted in this study. The Professional Relationship Scale (PRSTCT) and The Teaching Competency Scale (TCSTCT) for training college teachers constructed and validated by the investigator have been used to collect the data from the sample of 400 training college teachers working in Cuddalore, Nagapattinam, Villupuram, Perambalur, and Thanjavur district of Tamilnadu, India. In which 23 D.T.Ed and 34 B.Ed colleges are included in this study. The stratified random sampling technique was used in administration of the research tools. For the data analysis purpose the descriptive and Correlation analysis are used.

Operational Definitions

- **Teaching Competency**

'Teaching competency' refers to the set of content knowledge, teaching skill, attitude and classroom management possessed by the training college teachers and bring it to the teaching situation effectively as perceived by them.

- **Professional Relationship**

'Professional relationship' refers to the relationship to improve oneself and students' educational growth through developing an understanding the students, colleagues, parents, administrators, board of education and community.

Descriptive Analysis

One of the main objectives of the present study is to find out the level of teaching competency of training college teachers. For that, the investigator calculated the mean and standard deviation. The level of teaching competency scores of 400 training college teachers have been computed and given in table 1.1.

Table 1.1 Level of Teaching Competency Scores of Training College Teachers – Entire And Subsample wise

Sl. No.	Sub Samples	Number	Mean	Standard Deviation	
	Entire Sample	400	257.09	17.77	
1	Gender	Male	253	256.63	18.57
		Female	147	257.87	16.32
2	Type of College	Government	62	261.02	16.79
		Govt.-Aided	33	257.73	15.17
		Private	305	256.22	18.15
3	Major Subject	Language	112	257.93	15.53
		Science	162	256.52	19.09
		Arts	126	257.06	17.98

4	Professional Qualification	M.Ed	276	255.86	17.21
		M.Phil in Education	112	258.38	18.64
		Ph.D in Education	12	273.25	13.90
5	Classes Handled	D.T.Ed	153	258.22	16.56
		B.Ed	247	256.38	18.47
6	Years of Experience	Below 5 years	232	256.13	17.95
		5-10 years	112	256.91	17.60
		Above 10 years	56	261.43	16.98

From table 1.1, it is found that the mean and standard deviation values of the entire sample are 257.09 and 17.77 respectively. So the entire sample falls in the category of average level of teaching competency (249 – 270).

The mean values of male and female training college teachers were found to be 256.63 and 257.87 respectively. The standard deviations were 18.57 and 16.32. Therefore, the calculated mean values of male and female fall in the category of average teaching competency (249 – 270), though the teaching competency of female training college teachers is slightly higher than that of male training college teachers.

The mean values of government, government aided and private training college teachers were found to be 261.02, 257.73 and 256.22 respectively. The standard deviations were 16.79, 15.17 and 18.15. So, the calculated mean values of government, government aided and private training college teachers fall in the category of average teaching competency (249 – 270), though the teaching competency of government training college teachers is higher followed by government aided and private training college teachers.

The mean values of language, science and arts training college teachers were found to be 257.93, 256.52 and 257.06 respectively. The standard deviations were 15.53, 19.09 and 17.98. Therefore the calculated mean values of language, science and arts training college teachers fall in the category of average teaching competency (249 – 270), though the teaching competency of language and arts subject training college teachers are more or less the same and is slightly higher than science subject training college teachers.

The mean values of M.Ed, M.Phil in Education and Ph.D in Education training college teachers were found to be 255.86, 258.38 and 273.25 respectively. The standard deviations were 17.21, 18.64 and 13.90. So the calculated mean values of M.Ed and M.Phil in Education training college teachers fall in the category of average teaching competency (249 – 270) and the mean value of Ph.D in Education training college teachers fall in the category of high level teaching competency (252 – 274), though the teaching competency of Ph.D in Education qualified training college teachers is higher followed by M.Phil in Education and M.Ed qualified training college teachers. The mean values of D.T.Ed and B.Ed training college teachers were found to be 258.22 and 256.38 respectively. The standard deviations were 16.56 and 18.47. Therefore the calculated mean values of D.T.Ed and B.Ed training college teachers fall in the category of average teaching competency (249 – 270), though the teaching competency of D.T.Ed training college teachers is higher than that of B.Ed training college teachers.

The mean values of below 5 years, 5-10 years and above 10 years experienced training college teachers were found to be 256.13, 256.91 and 261.43 respectively. The standard deviations were 17.95, 17.60 and 16.98. So the calculated mean values of below 5 years, 5-10 years and above 10 years experienced training college teachers fall in the category of average teaching competency (249 – 270), though the teaching competency of above 10 years experienced training college teachers is higher than below 5 years and 5-10 years experienced training college teachers. The standard deviation values of all the above said variables under study show a greater consistency among the scores.

Descriptive Analysis of Professional Relationship Scores of Entire and Sub-Samples

One of the important objectives of the present investigation is to study the level of professional relationship of training college teachers with regard to the entire and sub-samples. The values are given in the table 1.2.

**Table 1.2 Level of the Professional Relationship of Training College Teachers -
Entire and Subsample wise**

Sl. No.	Sub Samples		Number	Mean	Standard Deviation
	Entire Sample		400	111.69	9.57
1	Gender	Male	253	112.17	9.23
		Female	147	110.86	10.10
2	Type of College	Government	62	110.31	10.05
		Govt.-Aided	33	109.79	9.44
		Private	305	112.18	9.46
3	Major Subject	Language	112	110.63	9.73
		Science	162	113.18	9.44
		Arts	126	110.72	9.42
4	Professional Qualification	M.Ed	276	112.05	9.49
		M.Phil in Education	112	110.88	9.65
		Ph.D in Education	12	111.00	10.84
5	Classes Handled	D.T.Ed	153	109.95	10.03
		B.Ed	247	112.77	9.13
6	Years of Experience	Below 5 years	232	111.44	9.51
		5-10 years	112	112.12	9.31
		Above 10 years	56	111.88	10.41

From table 1.2, it is found that the mean and standard deviation values of entire sample were found to be 111.69 and 9.57 respectively. So the entire sample falls in the category of average level of professional relationship (108 - 118).

The mean values of male and female training college teachers were found to be 112.17 and 110.86 respectively. The standard deviations were 9.23 and 10.10. Therefore, the calculated mean values of male and female fall in the category of average level of professional relationship (108 - 118), though the professional relationship of male training college teachers is higher than the female training college teachers.

The mean values of government, government aided and private training college teachers were found to be 110.31, 109.79 and 112.18 respectively. The standard deviations were 10.05, 9.44 and 9.46. So, the calculated mean values of government, government aided and private training college teachers fall in the category of average level of professional relationship (108 - 118), though the professional relationship of private training college teachers is higher followed by government and government aided training college teachers.

The mean values of language, science and arts training college teachers were found to be 110.63, 113.18 and 110.72 respectively. The standard deviations were 9.73, 9.44 and 9.42. Therefore the calculated mean values of language, science and arts training college teachers fall in the category of average level of professional relationship (108 - 118), though the professional relationship of science subject training college teachers are higher than the language and arts subject training college teachers.

The mean values of M.Ed, M.Phil in Education and Ph.D in Education training college teachers were found to be 112.05, 110.88 and 111.00 respectively. The standard deviations were 9.49, 9.65 and 10.84. So the calculated mean values of M.Ed and M.Phil in Education and Ph.D in Education training college teachers fall in the category of average level of professional relationship (108 - 118), though the professional relationship of M.Ed qualified training college teachers is higher than M.Phil in Education and Ph.D in Education qualified training college teachers.

The mean values of D.T.Ed and B.Ed training college teachers were found to be 109.95 and 112.77 respectively. The standard deviations were 10.03 and 9.13. Therefore the calculated mean values of D.T.Ed and B.Ed training college teachers fall in the category of average level of professional relationship (108 - 118), though the professional relationship of B.Ed training college teachers is higher than that of D.T.Ed training college teachers.

The mean values of below 5 years, 5-10 years and above 10 years training college teachers were found to be 111.44, 112.12 and 111.88 respectively. The standard deviations were 9.51, 9.31 and 10.41.

So the calculated mean values of below 5 years, 5-10 years and above 10 years training college teachers fall in the category of average level of professional relationship (108 - 118), though the professional relationship of 5-10 years experienced training college teachers is higher than below 5 years and above 10 years experienced training college teachers.

The standard deviation values of all the above said variables under study show a greater consistency among the scores.

Correlational Analysis

Correlation between Professional Relationship and Teaching Competency

In order to find out the relationship between teaching competency and professional relationship, the product moment correlation was calculated. The 'r' values of the entire and various categories of sub samples are given in the table 1.3.

Table 1.3 Relationship between Teaching Competency and Professional Relationship – Entire and Sub Samples

Sl. No.	Sub Samples	Number	'r' value	Level of Significance
	Entire Sample	400	0.295**	S
1	Gender	Male	0.242**	S
		Female	0.437**	S
2	Type of College	Government	0.289*	S
		Govt.-Aided	0.344*	S
		Private	0.306**	S
3	Major Subject	Language	0.367**	S
		Science	0.342**	S
		Arts	0.197*	S
4	Professional Qualification	M.Ed	0.302**	S
		M.Phil in Education	0.320**	S
		Ph.D in Education	0.256	NS
5	Classes Handled	D.T.Ed	0.133**	S
		B.Ed	0.304**	S
6	Years of Experience	Below 5 years	0.341**	S
		5-10 years	0.277**	S
		Above 10 years	0.148	NS

** . Correlation at 0.01 level

* . Correlation at 0.05 level

From the table 1.3, it is inferred that,

1. The coefficient of correlation between Teaching competency and Professional Relationship of training college teachers is found to be (N=400, r=0.295, P<0.01) which indicates that there is a significant and positive relationship exist between teaching competency and professional relationship.
2. The relationship between teaching competency and professional relationship for the sub samples Ph.D in Education and above 10 years experienced training college teachers are not significant. The rest of the sub sample categories are significant.

Hence the framed null hypothesis 11 is rejected. It is concluded that there exists a significant relationship between teaching competency and professional relationship in respect of the entire and various categories of sub samples except Ph.D in Education and above 10 years experience categories.

Findings of the Study

1. The entire sample and various categories of sub samples such as gender, type of college, major subject, classes handling and years of experience fall in the category of average teaching competency; but in the professional qualification sub sample M.Ed and M.Phil in Education fall in the category of average level and Ph.D in Education falls in the category of high level teaching competency.
2. The entire sample and various categories of sub samples, namely, gender, type of college, major subject, professional qualification, classes handling and years of experience fall in the category of average professional relationship.
3. There is a significant and positive correlation existing between the dependent variable teaching competency and the independent variables multiple intelligence, teacher responsibility and professional relationship.

Conclusion

In this present study the investigator found that there is a significant positive correlation exist .Hence, it is concluded that training college teachers have to improve their teaching competency from average level to a higher level for which professional relationship is very significant. Therefore training college teachers maintain better relation with *students, teachers, parents, administrator, board of education and community its automatically helpful to enhance the teaching competency.*

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