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ARULMIGU KALASALINGAM COLLEGE OF EDUCATION

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AWARENESS OF INFORMATION AND COMMUNICATION TECHNOLOGIES AMONG STUDENT-TEACHERS

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Abstract

This investigation was done to see if there is any significant relationship in awareness of information and communication technologies among student-teachers. The sample comprises of 300 students acquired from ten college of educations in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant association among student-teachers in ICT with respect to locality of college.

Keywords: *Information and Communication Technology, Descriptive, Survey Method and SPSS.*

Introduction

Technology is defined as "a science of techniques and methods of doing / getting things done, related to any art, science or to a particular profession". It deals with tools and techniques for carrying out the plans. It implies the application of science to arts. When the science of learning and communication are applied to teaching, a technology is evolved.

According to Kapur (1998), ICT has revolutionized education; teachers can give their assignment in a specified home page for the course on the internet and students can copy from there or can get printed copies of the assignment from their computers. After the teacher has corrected the assignment, the teacher gives the complete solution of the assignment, the marking scheme and mistakes made by students on the internet, so that the students can check not only their marks, but know also the types of mistakes that they usually commit in the problem given in the assignment. In fact, sometimes the teachers allow the students to mark the assignments themselves according to the marking assignment scheme given and usually the difference in the marks given by the teachers and the students to themselves is very little.

The main aim of education is to modify the behavior of the child according to the needs and expectancy of the society behavior is composed of so many attributes. One of these important attribute is attitude.

The quality of teachers is known in virtually all countries to be a key predictor of student learning. Therefore, teacher training is crucial using ICTs, because ICTs are tools that on the one hand can facilitate teacher training and on the other hand help them to take full advantage of the potential of technology to enhance student learning (UNESCO, 2003). Correspondingly, ICTs have introduced a new era in traditional methods of teaching and offering new teaching and learning experiences to both teachers and students. B.Ed institutions are facing with the challenge of preparing a new generation of teachers to effectively use the new learning tools in their teaching practices. For many B.Ed programmes, this daunting task requires the acquisition of new resources, expertise and careful planning.

Significance of the Study

B.Ed plays a pivotal role in the development of a country, as it is viewed as a powerful means to build knowledge based society. In India, Teacher education imparted by universities is facing challenges in terms of Access, Equity and Quality. ICT has occupied the whole world in every corner of life. But, its effective usage at educational sector only can yield greater benefits. This is in the hands of student teachers. Particularly at B.Ed level, effective teaching can be provided to large mass using ICT. To effectively infuse technology into the curriculum, teachers need to participate in intense curriculum-based technology training that move them beyond the attainment of basic computer skills to activities that teach them how to seamlessly infuse ICT into the curriculum. Successful integration did not require teachers to be proficient in a larger variety of technology applications but instead, teachers need to feel comfortable and confident in instructional methods of ICT infusion. Teachers needed proficiency in a few ICT applications but knowledge of instructional methods of integration was a greater indicator of success, suggesting a need for more focus on instructional methods of integrating technology.

The present investigation fulfils the research gap of the study. The present study may reveal the modes of ICT education imparted in colleges of education. The level of attitude of ICT by the Student-teachers shall be found. So, the study focuses on the topic entitled, "*Awareness of information and communication technologies among student-teachers*".

Objectives of the study

1. To find out the level of awareness of Information and Communication Technologies among Student-teachers with respect to Gender.
2. To find out the level of awareness of Information and Communication Technologies among Student-teachers with respect to locality of college.

Null Hypothesis

1. There is no significant difference in awareness of Information and Communication Technologies among Student-teachers with respect to Gender.
2. There is no significant difference in awareness of Information and Communication Technologies among Student-teachers with respect to locality of college.

Delimitations

1. The sample has been taken from the Virudhunagar District only.
2. The present study is limited to Student-teachers.
3. The size of the sample is 300 only.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population for the present study is the students studying in the College of Education, Virudhunagar District.

Sample for the Study

The sample for the present study consists of 300 Student-teachers from 6 colleges of education in Virudhunagar District by simple random sampling method.

Tool

Information and Communication Technology Scale prepared and validated by Dr. N. Chendil Prasath (2018).

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of Data**Objective: 1**

To find out the level of awareness of Information and Communication Technologies among Student-teachers with respect to Gender.

Table 1 Level of Awareness of Information and Communication Technologies among Student-Teachers with Respect to Gender

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

It is inferred from the above table that, with regard to male Student-teachers 13.5% of students have low level, 71.2% of students have average level and 15.4% of them have high level of attitude towards ICT.

It is inferred from the above table that, with regard to female Student-teachers 19.9% of students have low level, 63.8% of students have average level and 16.3% of them have high level of attitude towards ICT.

Objective: 2

To find out the level of awareness of Information and Communication Technologies among Student-teachers with respect to Locality of College.

Table 2 Level of Awareness of Information and Communication Technologies among Student-Teachers with Respect to Locality of College

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

It is inferred from the above table that, with regard to rural college Student-teachers 18.2% of students have low level, 64.5% of students have average level and 17.4% of them have high level of attitude towards ICT.

It is inferred from the above table that, with regard to urban college Student-teachers 17.3% of students have low level, 67.6% of students have average level and 15.1% of them have high level of attitude towards ICT.

Null Hypothesis: 1

There is no significant difference between male and female Student-teachers in their attitude towards ICT.

Table 3 Significance Difference in Awareness of Information and Communication Technologies among Student-Teachers with Respect to Gender

Gender	Number	Mean	S.D	Calculated 't' Value	Remark at 5% Level
Male	133	125.17	13.44	4.793	S
Female	167	117.61	13.65		

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

It is inferred from above table that the calculated 't' value 4.793 is greater than the table value. Therefore, there is a significant difference between male and female Student-teachers in attitude towards ICT. Hence the null hypothesis is rejected.

Null Hypothesis: 2

There is no significant difference between Rural and Urban College Student-teachers in their attitude towards ICT.

Table 4 Significance Difference in Awareness of Information and Communication Technologies among Student-Teachers with Respect to Locality of College

Locality of College	Number	Mean	S.D	Calculated 't' Value	Remark at 5% Level
Rural	163	121.00	14.38	0.77	NS
Urban	137	120.91	13.80		

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

It is inferred from above table that the calculated 't' value 0.77 is greater than the table value. Therefore, there is no significant difference between rural and urban college students in their attitude towards ICT. Hence the null hypothesis is accepted.

Major Findings

Descriptive Analysis

Findings based on objectives of the percentage analysis shows that the level of awareness of Information and Communication Technologies among Student-teachers with respect to Gender and locality of college is average.

Inferential Analysis

1. There is a significant difference between male and female Student-teachers in attitude towards ICT.
2. There is no significant difference between rural and urban located college Student-teachers in their attitude towards ICT.

Interpretation

On comparing the mean values, the male Student-teachers have more attitudes towards ICT than that of the female Student-teachers of college of education. Because of the utility of ICT facilities in male Student-teachers. The male Student-teachers studying more favourable attitude towards ICT than that of the female Student-teachers college of education.

Suggestions of the Study

The following are the suggestions for further research studies.

- The university may suggest colleges to impart few courses through online, web-based, mobile, social media in the teacher education programme, so that the trainees will be aware of various resources available in the internet and use the same for teaching-learning effectively. The knowledge level of the trainees will be enhanced if they are exposed various styles of teaching such as blended learning, flipped classroom etc.,
- The teacher educators should be teaching creatively by using appropriate e-resources and kindle the interest of the students to use the wide range of apps and software that are available that make teaching and learning not only interesting but also effective and long lasting.

Recommendations of the Study

- The teacher educators should be teaching creatively by using appropriate e-resources and kindle the interest of the students to use the wide range of apps and software that are available that make teaching and learning not only interesting but also effective and long lasting.
- Student-teachers should be encouraged to use ICT tools while they go for internship and they should be capable of using variety of tools and apps as per the need which hones their techno skills during the pre service programme itself. The class room teaching supplemented by the electronic appliances develop creativity, novelty, originality and individuality of the teacher trainee.

Conclusion

ICT plays a dominant role in the society and education system. ICT based instruction may lead to effectiveness and efficiency of education in general and B.Ed in particular. In India, the University Grants Commission and the National Council for B.Ed have initiated appropriate measures for the creation of ICT infrastructure facilities. Sensitizing the relevance and importance of ICT in teacher education, an attempt is made to study the information and communication technology in colleges of education. Based on the findings, appropriate recommendations are made and the scope for further investigation in ICT area is suggested.

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A STUDY ON ACHIEVEMENT MOTIVATION OF HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The focus of present study was to ascertain the influence of correlation between a study on achievement motivation of higher secondary school students. Descriptive survey method was used to conduct the study. The sample comprises of 300 higher secondary school students acquired from ten higher secondary school in Srivilliputhur Taluk through simple random sampling technique. The collected data is analyzed statistically in SPSS software. The level of achievement motivation of higher secondary school students is moderate in Virudhunagar district. The findings reveal that there is any significant achievement motivation of higher secondary students.

Keywords: *Achievement Motivation, Survey Method, SPSS Software.*

Introduction

Education is one of the basic needs of human beings. Education has the capacity for bringing about change. Education is one of the most important building blocks for a nation as it serves as an instrument of economic and social development. It is through education that a child gets equipped with skills and competencies essential for a successful life. Education is a process of development from birth to death. Education refines sensitivities and perception that contribute to individual growth and development, social cohesion and national spirit. Education hence, as a system becomes a potent instrument for achievement of society's goals. Modern educationists may answer to education as an essential requirement for social justice and equity. Jurists may find its answer in the constitutional commitments and also in the judgments delivered by the courts in different cases. Psychologists may consider it is an important tool to bring an effective change in the behavior pattern of the pupils; economists may hope prosperity and economic well being of the general public. Others may treat it as a step for further education. However, all have advocated the need of education for all.

Significance of the Study

Achievement motivation is a main concept in the teaching -learning process. Without proper motivation the students cannot achieve the educational goal. Achievement motivation is considered as an important factor in academic achievement of the students. Achievement motivation is a combination of psychological forces which initiate, direct and sustain behavior towards successful attainment of some goal which provides a sense of significance. The goal of an individual is influenced by the attitudes he has towards himself. Self-attitudes are regarded as a part of a person's self-concept. Even though most of the students have high level of academic achievement, some students are in low level in their academic achievement. And also, the academic achievement is fulfilled by academic motivation. Once the students have imbibed achievement motivation, self-concept and social perception, then their academic achievement will be much more praiseworthy. Because of the above-mentioned facts, the investigator is strongly convinced that a study on

achievement motivation of higher secondary students in relation to their academic achievement is meaningful.

Objectives of the Study

1. To find out the level of academic achievement of higher secondary school students.
2. To find out the level of Achievement motivation of higher secondary students with reference to gender.

Hypothesis of the study

1. There is no significant difference between rural and urban higher secondary school students in their achievement in motivation.
2. There is no significant difference between arts and science group higher secondary school students in their achievement motivation.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population of the present study is the higher secondary students of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Sample for the Study

The researcher employed the simple random sampling method for selecting the sample. The sample for the present study comprises 300 students from *ten* higher secondary schools of Srivilliputhur Taluk, Virudhunagar district of Tamilnadu.

Tool

- Achievement motivation questionnaire prepared and validated by investigator and guide
- Achievement in English of the students is assessed by the marks obtained by them in the Half-yearly examinations in English subject.

Statistical Techniques

Percentage, Mean and Standard Deviation.

Analysis of Data

Objective: 1

To find out the level of Achievement motivation of higher secondary students.

Table 1 Level of Achievement Motivation of Higher Secondary Students

Low		Moderate		High	
Count	%	Count	%	Count	%
76	25.3	147	49.0	77	25.7

It is inferred from the above table that, 25.3% of prospective teacher have low, 49.0% of them have moderate and 25.7% of them have high level of Achievement motivation of higher secondary students.

Objective: 2

To find out the level of Achievement motivation of higher secondary students with reference to gender

Table 2 Level of Achievement Motivation of Higher Secondary Students with Reference to Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	40	30.1	66	49.6	27	20.3
Female	36	21.6	81	48.5	50	29.9

It is inferred from the above table that, 16.4% of the male higher secondary students have low, 43.6% of them have moderate and 40.0% of them have high level of achievement motivation. 21.6 % of the female higher secondary students have low, 48.5% of them have moderate and 29.9% of them have high level of achievement motivation.

Null Hypothesis: 1

There is no significant difference between rural and urban higher secondary school students in their achievement in motivation.

Table 3 Difference between Rural and Urban Higher Secondary School Students in their Achievement Motivation

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	167	117.323	17.192	4.553	S
Urban	133	108.736	14.9224		

It is inferred from the above table that calculated 't' value (4.553) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that There is significant difference between rural and urban higher secondary school students in their achievement motivation.

Null Hypothesis: 2

There is no significant difference between arts and science group higher secondary school students in their achievement motivation.

Table 4 Difference between Arts and Science Group Higher Secondary School Students in their Achievement Motivation

Group	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Arts	125	77.280	7.6439	0.179	NS
Science	175	77.114	8.0899		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.179) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between arts and science higher secondary school students in their achievement motivation.

Finding of the Study

- The level of study skills of higher secondary students. is moderate.
- There is significant difference between rural and urban higher secondary school students in their achievement motivation.
- There is no significant difference between arts and science group higher secondary school students in their achievement motivation.

Interpretation

1. The finding of the study of results shows that there is significant difference between rural and urban higher secondary school students in their achievement motivation. Rural students better than urban in their achievement motivation. This is may be due to fact that rural students have more confidence, patient, courage etc.
2. The level of Academic Achievement of female children is high than that of male children. Boys should be taken care by their parents. The teacher can provide them extra classes and tutorial assistance to even after the school hours. They can be given class tests frequently. The progress report should be sent to their parents. The students may be encouraged by providing prizes and awards for their achievements.

Recommendations

1. The students in Virudhunagar district should be given proper attention and care by their parents. And the parents should avoid any distraction like chatting & browsing unnecessarily
2. This investigation indicates that hostellers are better than day scholars in academic achievement. The day scholars may be given extra coaching and provide conducive environment at home.

Suggestions for the Study

1. This study can be extended to the Arts and Science college students. E.g "A study of Achievement motivation, Self-concept and Social perception of college students in relation to their Academic Achievement"
2. This study can be extended to the Tribal community students. E.g "A study of Achievement motivation, Self concept and Social perception of students of Tribal community."
3. The study can be conducted throughout Tamil Nadu. E.g "A study of Achievement motivation. Self-concept and Social perception of College students in relation to their Achievement in Tamil Nadu."

Conclusion

The main aim of education is to develop all round personality of the child to grow as a useful citizen of any society. Any development needs motivation, motivation leads to development of self-concept. If self-concept is improved there will be betterment in all the areas of life. So as the life of the students, if a student becomes an useful citizen needs motivation and self-concept. His achievement in academic activities makes him to be productive. If a person is socially productive then he will be an useful member of a society. If anyone to be socially productive and useful there is need for a right perception of a society, there by fulfils the above mentioned aim of education. From the study the investigator has realized and proved that the three variables which have been explained above are very much needed for the students to achieve better.

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ATTITUDE TOWARDS SCIENCE AMONG HIGHER SECONDARY STUDENTS

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Abstract

This investigation was done to see if there is any significant relationship in attitude towards science among higher secondary students. The sample comprises of 300 students acquired from ten high and higher secondary schools in Srivilliputtur Taluk through simple random sampling technique. The collected data is analysed statistically in SPSS. The discoveries of the reveal that there is no significant relationship in attitude towards study of science among secondary school students.

Keywords: *Attitude, Higher Secondary Students, Simple Random Sampling Technique and SPSS Software.*

Introduction

Attitudes are acquired in several basic ways. Sometimes attitudes come from direct contact (personal experience) with the object of the attitude- such as opposing pollution when a nearby factory ruins our favorite river. Attitudes are also learned through interaction with others that is through discussion with people holding a particular attitude. Many of our attitudes are influenced by group membership. In most groups pressures to conform shape our attitudes, just as they do our behavior. Child rearing (the effects of parental values, beliefs and practices) also affects attitudes.

Science has been man's greatest ally since the dawn of civilization. It has created innumerable pathways to progress that have taken man from primitive life to the doorstep of advancement. The great achievements of science have made the present day world glorified to the extent that it has transformed the present civilization into scientific civilization. Life today is impossible without science. The role of science is of utmost importance in raising the level of country from developing to advance one. All doors of economic growth and development pass through the gateway of scientific advancement.

Higher secondary school is an institution which provides all or part of secondary education. Other terms such as "higher secondary school" are used in different nations or regions. The phrase "high school" often forms part of the name of the related institution.

Need and Significance of the Study

Competitions play an important role in the development of right attitude of students towards a particular subject. Similarly, can be the case of science Olympiad which can also bring about a change in attitude towards science of students which can ultimately lead to improvement in academic achievement of students. In the present scenario the parents are more conscious regarding the performance of children in school related activities because of the increasing pressure of cut throat competition in society in various fields, so role of parents to motivate the children to take up various competitions for preparing them in various walks of life cannot be sidelined. In the present study review of literature is done to find the links between academic achievement, attitude towards science and parental involvement on one hand and also the missing links between the same on the other hand.

Review of literature was done with the above said variables with various angles to have a thorough knowledge of these variables.

Study of Science is helpful in learning most of the school subjects as it is believed to “the art of all art and science of all science”. Today the life has been more complicated, so that we need more Science to understand and adjust to the demand of life. Day by day this demand is going to be increased. Science helps the students try to analyze problem, develop the habits of systematic thinking and objective reasoning. It helps the students to develop heuristic attitude and try to discover the facts or solution to the problems with their own independent efforts. It helps the students to understand and appreciate logical, critical and independent thinking of others.

It becomes crystal clear from the above discussion that Science is a life blood of all activities going inside a school. The investigator bears all these things in mind, and interested to assess the attitude of the students of IX and X standard towards Science. The present study will throw light on the following aspect. Findings and suggestions of this study will help the Science teacher to inculcate positive attitude towards Science among the secondary students. Hence, the present study is taken up. Hence the investigator is intended to do research on ‘Attitude Towards Study Of Science Among Secondary School Students’.

Objectives

1. To find out the level of attitude towards study of Science among secondary school students with respect to type of family.
2. To find out the level of attitude towards Science among higher secondary students with respect to location of school

Null Hypotheses

1. There is no significant difference in attitude towards Science among higher secondary students with respect to type of family.
2. There is no significant difference in attitude towards Science among higher secondary students with respect to location of school.

Delimitations of the Study

1. The study was delimited to Srivilliputtur Taluk of Virudhunagar District.
2. The study has been confined to the higher secondary school students studying in class XI and XII only.

Population of the Study

The population of the present study is the students studying standard of 9th and 10th in the secondary schools in Srivilliputtur Taluk.

Sample for the Study

The investigator has selected 300 students studying in IX and X from high and higher secondary schools from the population. For selecting the students, the investigator used simple random sampling method.

Tools used for Present Study

Attitude towards Science Scale prepared and validated by the investigator and guide (2022).

Statistical Techniques Used

The statistical measures have used in this study: Percentage analysis Mean, SD and ‘t’ test.

Analysis of Data

Objective: 1

To find out the level of attitude towards Science among higher secondary students with respect to type of family.

Table 1 Level of Attitude towards Science among Higher Secondary Students with Respect to Type of Family

Type of Family	Low		Moderate		High	
	No.	%	No.	%	No.	%
Nuclear	50	20.6	145	59.7	48	19.8
Joint	8	14.0	38	66.7	11	19.3

It is inferred from the above table that, 20.6% of students who are coming from nuclear family have low, 59.7% of them have moderate and 19.8% of them have high level of attitude towards Science among higher secondary students. 14.0% of students who are coming from the joint family have low, 66.7% of them have moderate and 19.3% of them have high level of attitude towards Science among higher secondary students.

Objective: 2

To find out the level of attitude towards Science among higher secondary students with respect to location of school.

Table 2 Level of Attitude towards Science among Higher Secondary Students with Respect to Location of School

Locality of School	Low		Moderate		High	
	No.	%	No.	%	No.	%
Rural	10	14.9	44	65.7	13	19.4
Urban	48	20.6	139	59.7	46	19.7

It is inferred from the above table that, 14.9% of the rural school students have low, 65.7% of them have moderate and 19.4% of them have high level of attitude towards Science among higher secondary students. 20.6% of the urban school students have low 59.7% of them have moderate and 19.7% of them have high level of attitude towards Science among higher secondary students.

Null Hypothesis: 1

There is no significant difference in attitude towards Science among higher secondary students with respect to type of family.

Table 3 Significant Difference in Attitude towards Science among Higher Secondary Students with Respect to Type of Family

Type of Family	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Nuclear	243	54.4444	8.67932	1.076	NS
Joint	57	55.8246	8.87235		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculate 't' value (1.076) is less than the table value (1.96) for df (298) at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in attitude towards Science among higher secondary students with respect to type of family.

Null Hypothesis: 2

There is no significant difference in attitude towards Science among higher secondary students with respect to location of school.

Table 4 Significant Difference in Attitude towards Study of Science among Secondary School Students with Respect to Location of School

Location of School	N	Mean	SD	Calculated 't' Value	Remarks at 5% Level
Rural	67	54.8060	8.28331	0.106	NS
Urban	233	54.6781	8.85634		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.106) is less than the table value (1.96) for df 298 at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference in attitude towards Science among higher secondary students with respect to location of school.

Major Findings

Descriptive Analysis

- 19.3% of students have low, 61.0% of them have moderate and 19.7% of them have high level of attitude towards study of Science among secondary school students.
- 19.2% of the male students have low, 59.9% of them have moderate and 20.9% of them have high level of attitude towards study of Science among secondary school students.
- 19.5% of the female students have low, 62.5% of them have moderate and 18.0 % of them have high level of attitude towards study of Science among secondary school students.

Inferential Analysis

- There is significant difference in attitude towards study of Science among secondary school students with respect to gender.
- There is significant difference in attitude towards study of Science among secondary school students with respect to residence.
- There is no significant difference in attitude towards Science among higher secondary students with respect to type of family.
- There is no significant difference in attitude towards Science among higher secondary students with respect to location of school.

Interpretation

The 't' test result shows that there is significant difference in attitude towards study of Science among secondary school students with respect to gender. While comparing the mean scores of male (54.7384) and hosteller (54.6641) secondary school students, the male students are better than female students. (i.e) Male have more positive attitude towards Science than female. This may be due to the fact that male students

have heuristics attitude and try to discover the fact or solution to the problem. So they have high level of attitude towards Science.

The 't' test result shows that there is significant difference in attitude towards study of Science among secondary school students with respect to residence. While comparing the mean scores of day-scholar (54.4650) and hosteller (59.6429) secondary school students, the hosteller are better than day-scholar students. This may be due to the fact that hosteller students may have use positive influence from peer group, it helps to develop and inculcate positive attitudes and beliefs

Recommendations of the Study

1. By adopting student – centered methods like inductive, analytic, laboratory, heuristic, problem solving, project methods, it is possible to inculcate positive attitude towards Science in students.
2. Preparatory evaluation in Science help to find learning difficulties and thus help in remedial measures.
3. Correlation approach in teaching of Science can develop positive attitude towards Science.
4. Science teaching and evaluation strategies should be biasfree. This way, males and females will tend to see themselves as equals, capable of competing and collaborating in classroom activities.

Suggestions for Further Research

1. Science needs good amount of practice and full concentration. Thus, this study advocates that parents should be hands on when it comes to their children's study habits and practice. Parents should see that their children do (practice), not just reading Science. Conducive environment at home is to be provided to enhance concentration. This will ensure a passing score, hence, forms positive attitude towards Science.
2. Teachers are important role models and career counselors for students at all levels, more than ever at secondary school level, which is the peak stage to guarantee the students, future career. This study recommends personal contact and timely counseling from the part of the teachers, encouraging and displaying the fact that Science paves richer chances for future career to the students.

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A STUDY ON PROBLEM SOLVING SKILLS OF ARTS AND SCIENCE STUDENTS

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Abstract

This investigation was done to see if there is any significant relationship in problem solving skills of arts and science students in virudhunagar district. The sample comprises of 300 arts and science students acquired from ten higher secondary schools in Virudhunagar district through simple random sampling technique. The collected data is analysed statistically in SPSS software. The findings reveal that there is no significant difference between male and female arts and science students in their problem solving skills.

Keyword: *Problem Solving Skills, Arts and Science Students, Descriptive, Survey Method and SPSS.*

Introduction

Problem Solving skills are your skills to approach a situation with swift problem solving skills and innovation. Often, you can generate a solution to a challenge quickly and easily. As you are thinking of a solution, you may brainstorm, collaborate and analyse the situation with others. This helps you gather the facts and find an idea that may improve the circumstances. If you are a creative thinker, you might be more likely to experiment with different ideas and solutions until you find the right fit.

Additionally, you may identify patterns that seem unlikely or less obvious to others. The skills to analyze allows you to reflect on how your solution affected the situation. It can also help you think about how to do better or what to do differently next time. This skill can also help you find logical and helpful decisions in the brainstorming stage of creative thinking. Another way to enhance your existing skills and develop new ones is by seeking learning opportunities. This can mean going back to university and earning another degree. You can also do education courses at home on your own time, such as pursuing a certification or independent learning. You can find certification courses online or enroll in a local university. Independent learning is also an effective way to study because you can go at your own pace and focus on the areas you have the most interest in advancing.

Problem solving skills are how you can recognize a challenge and generate solutions to rectify it. When you identify a problem, you may automatically begin brainstorming various solutions you can apply to the circumstance. Then, you can analyze each of them and experiment with different options until you find the best one to implement. These abilities may decrease your time spent thinking about an issue, saving time and enhancing productivity. *Problem solving skills is one important and essential skill for every individual to be successful in education, career and personal life.*

Significance of the Study

Significance has been considered to be very rare phenomenon blessed which divine inspiration that can be observed only in a few outstanding people. To face and overcome these we need creative minds. There are individual differences among mankind. Creativity is a function of knowledge, imagination and evaluation which comes in to play in different ways in different situation. It is thus a part of the expanding

function of human nature. It sensitizes our problem deficiencies, gaps in knowledge, besides identifying difficulties, and finding solutions. Creative problem solving requires a searching, combining, synthetic mind. Experiments have shown that individuals trained to think creatively can do a much better performance, in producing new ideas, etc.; From this point of view there is a need to lay more emphasis on identifying, preserving and nurturing creativity among the higher secondary school students so as to make them aware of the significance of development of creativity among their children for the development of the our nation. *It also helps an individual to solve a problem or achieve a goal. In this connection, the researcher made an attempt to 'A study on problem solving skills of arts and science students in Viruthunagar District'.*

Objectives of the Study

- To find out the level of Problem solving skills of *arts and science students*.
- To find out the level of Problem solving skills of arts and science students with reference to gender

Null Hypothesis

1. There is no significant difference between male and female *arts and science students* in their problem solving skills.
2. There is no significant difference between rural and urban arts and science students in their Problem solving skills.
3. There is no significant difference between days scholar and hosteller arts and science students in their Problem solving skills.

Delimitations

1. The investigation is limited to *arts and science students* of Virudhunagar district only.
2. The present study has been confined with a sample of 300 arts and science students from 10 schools only.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population for the present study is the arts and science students of Virudhunagar District.

Sample for the Study

The sample consists of 300 arts and science students studying in Virudhunagar District. 8 colleges are selected randomly among the arts and science students in Virudhunagar District.

Tool

Problem solving skills scale prepared and validated by guide and investigator.

Statistical Techniques

Percentage, Mean, standard Deviation, 't' test and correlation.

Analysis of Data

Objective: 1

To find out the level of Problem solving skills of arts and science students.

Table 1 Level of Problem Solving Skills of Arts and Science Students

Low		Moderate		High	
Count	%	Count	%	Count	%
136	45.3	86	28.7	78	26.0

It is inferred from the above table that 45.3% of arts and science students have low, 28.7% of them have moderate and 26.0% of them have high level of problem solving skills.

Objective: 2

To find out the level of Problem solving skills of arts and science students with reference to gender

Table 2 Level of Problem Solving Skills of Arts and Science Students with Reference to Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	50	44.2	32	28.3	31	9.7
Female	86	46.0	94	50.3	36	19.3

It is inferred from the above table that 44.2% of the male arts and science students have low, 28.36% of them have moderate and 9.7% of them have high level of Problem solving skills. 46.0 % of the female arts and science students have low, 50.3% of them have moderate and 19.3% of them have high level of Problem solving skills.

Null Hypothesis: 1

There is no significant difference between male and female arts and science students in their Problem solving skills.

Table 3 Difference between Male and Female Arts and Science Students in their Problem Solving Skills

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	113	76.044	11.37	0.139	NS
Female	187	75.855	11.437		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.139) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between male and female arts and science students in their problem solving skills.

Null Hypothesis: 2

There is no significant difference between days scholar and hosteller arts and science students in their Problem solving skills.

Table 4 Difference between Days Scholar and Hosteller Arts and Science Students in their Problem Solving Skills

Residence	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Days scholar	123	76.4390	11.16	0.649	NS
Hosteller	177	75.5706	11.57		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (0.649) is lesser than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is accepted. It shows that there is no significant difference between days scholar and hosteller arts and science students in their Problem solving skills.

Null Hypothesis: 3

There is no significant difference between rural and urban arts and science students in their Problem solving skills.

Table 5 Difference between Rural and Urban Arts and Science Students in their Problem Solving Skills

Locality	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	174	76.5115	11.39	1.045	S
Urban	126	75.1190	11.38		

(At 5% level of significance, for df 298, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (1.045) is greater than the table value (1.96) for df 298 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is no significant difference between rural and urban arts and science students in their Problem solving skills.

Major Findings

Descriptive Analysis

- 37.7% of prospective teacher have low, 46.7% of them have moderate and 15.7% of them have high level of arts and science students in their problem solving skill.
- 45.3% of arts and science students have low, 28.7% of them have moderate and 26.0% of them have high level of arts and science students in their problem solving skills.

Inferential Analysis

- There is significant difference between male and female arts and science students in their problem solving skill
- There is no significant difference between male and female arts and science students in their problem solving skills.
- There is no significant relationship between problem solving skill and problem solving skills of arts and science students.

Interpretation

The 't' test result shows that there is significant difference between rural and urban arts and science students in their Problem solving skills. Rural students (63.48) have more Problem solving skills than urban (61.23) arts and science students in their Problem solving skills. This may be due to the fact that rural students have very inadequate facilities, very low infrastructure and exposure.

Suggestions of the Study

The following are the suggestions for further research studies.

- The present study has been limited to Virudhunagar district. It can be extended by increasing the size of the sample and covering several cities and District of Tamil Nadu.

2. The present study has been limited to the arts and science students. The other arts and science students can be considered in further researches.
3. In the present study only problem solving skills has been studied. In further studies study habits, personality traits, intelligence, behaviour pattern can be studied.

Recommendations of the Study

1. Problem solving skill of arts and science students is found to be average which may be boosted through special talks, seminars and proper guidance programmes for the parents and teachers.
2. Students should motivate and give positive strokes to the students so that they may reduce problem solving skill.
3. Provision should be made to arrange personality development programmes to enhance problem solving skills.

Conclusion

The present investigation points out positive problem solving skills. The study may find some usefulness in the field of modern education and may serve as a database for the future research. This knowledge would be of immense importance to the Teacher educators, educational planners and the Society at large. We can conclude by saying the words of Monroe “The final purpose of educational research is to ascertain principles and develop procedures in the field of education”.

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A STUDY OF OCCUPATIONAL STRESS AMONG HIGH SCHOOL TEACHERS

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Abstract

The present study is entitled as “A Study of Occupational Stress among High School Teachers”. The purpose of the present study was to find out the Occupational Stress among High School Teachers. The research type was a survey method, which consists of purposive sampling of 300 high school teachers in Virudhunagar district. The interpretation of data was done with statistical methods in percentage analysis, mean, standard deviation and ‘t’-test. The majority of the High School Teachers have moderate level of Occupational Stress.

Keywords: *Occupational Stress, High School Teachers and Simple Random Sampling Technique.*

Introduction

It is modern time’s teacher is enveloped with Occupational Stress of various types. When the teachers do not get proper cooperation from all the concerns that is on the profession side and on the other side from the students and their guardians. Then the feelings of great dissatisfaction besides the stress are bound to manifest itself, which proves to be harmful for his/her teaching work and commitment. The unhappy occurrence of pressure causes stress and can make the teacher rather worse. The high level, the root of education is facing very harsh problems as concept of facts. In order to remove them, professionally committed teachers are required. Professional commitment plays a decisive role in effective teaching. The more a teacher is committed, the more he would acquire competencies and the more he would tend to be a performing teacher. Occupational stress teachers are required in order to increase the quality of higher education. This fact motivated to the researcher to study the effect of professional commitment on teachers’ effectiveness. Only Occupational stress teachers inculcate above-described traits among students. Teachers can facilitate learning by molding the behavior they expect learners to demonstrate in every aspect of life.

Significance of the Study

Occupational stress is an attribute desired in teachers and underlies the quality of education, an investigation of the level a kind of commitment of teachers would make significant contributions to the field of education. In India, the teaching community has maligned the profession of teaching so much in recent years that there has been a decline of respect to teachers of all the categories irrespectively of high, secondary or higher ones. Teachers have been criticized for not improving their Occupational stress and showing a sense of dedication to their work. Though they are being given handsome salary. It is also felt that the teaching community of this country as a whole has not been able to exercise their moral authority and commitment to their students, in shaping the destiny of the coming generation. Specifically, the criticism in relation to Home Science in higher education, is that the curriculum content is still not indigenous, indicating a lack of research and concern to make home science education relevant to the needs of the Indian society.

Teachers are very essential for the development of the nation. Teachers' professional commitment is closely associated with occupational stress. Therefore, the present study has need and importance

Objectives of the Study

- To find the level of occupational stress among high school teachers.

Null Hypotheses

1. There is no significant difference in occupational stress among high school teachers with respect to gender.

Delimitations

- The present study is confined to the high school teachers working in Virudhunagar district.
- The present study is also confined to some selected demographic variables such as gender, locality of school, marital status, residence, type of school and nature of school.
- The sample size is 300.

Methodology

A descriptive survey method was adopted by the researcher to conduct this study.

Population for the Study

The population for the present study is high school teachers in Virudhunagar district.

Sample for the Study

The sample size is 300 is high school teachers from 25 schools in Virudhunagar district

Tool

1. Occupational Stress inventory prepared and validated by investigator and guide.
2. Professional commitment scale constructed and validated by the investigator and the guide.

Statistical Techniques

Percentage, Mean, standard Deviation, and correlation.

Analysis of Data

Objective: 1

To find out the level of occupational stress among high school teachers.

Table 1 Level of Occupational Stress among High School Teachers

Low		Moderate		High	
Count	%	Count	%	Count	%
122	40.7	118	39.3	60	20.0

It is inferred from the above table that, 40.7% among high school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of occupational stress of school teachers.

Objective: 2

To find out the level of occupational stress among high school teachers with reference to gender.

Table 2 Level of Occupational Stress among High School Teachers with Reference to Gender

Gender	Low		Moderate		High	
	Count	%	Count	%	Count	%
Male	61	42.7	66	46.2	16	11.2
Female	61	38.9	52	33.1	44	28.0

It is inferred from the above table that, 42.7% of the male high school teachers have low, 46.2% of them have moderate and 11.2% of them have high level of occupational stress, 38.9% of the female high school teachers have low, 33.1% of them have moderate and 28.0% of them have high level of occupational stress.

Null Hypothesis: 1

There is no significant difference between male and female high school teachers in their occupational stress.

Table 3 Difference between Male and Female High School Teachers in their Occupational Stress

Gender	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Male	143	54.741	6.1102	2.141	S
Female	157	56.529	6.6646		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (2.141) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows there is significant difference between male and female high school teachers in their occupational stress.

Null Hypothesis: 2

There is no significant difference between rural and urban high school teachers in their occupational stress.

Table 4 Difference between Rural and Urban High School Teachers in their Occupational Stress

Location	N	Mean	SD	Calculated 't' value	Remarks at 5% level
Rural	163	56.761	6.1612	3.221	S
Urban	137	54.387	6.5868		

(At 5% level of significance, for df 248, the table value of 't' is 1.96)

It is inferred from the above table that calculated 't' value (3.221) is greater than the table value (1.96) for df 248 and at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference between rural and urban high school teachers in their occupational stress.

Major Findings

- 40.7% among high school teachers have low, 39.3% of them have moderate and 20.0% of them have high level of occupational stress.
- 42.7% of the male high school teachers have low, 46.2% of them have moderate and 11.2% of them have high level of occupational stress.
- 38.9 % of the female high school teachers have low, 33.1% of them have moderate and 28.0% of them have high level of occupational stress.

4. 32.5% of the rural high school teachers have low, 43.1% of them have moderate and 0.0% of them have high level of occupational stress.
5. There is significant difference between male and female high school teachers in their occupational stress.
6. There is significant difference between rural and urban high school teachers in their occupational stress.

Interpretation

The finding present study result reveals that there is significant difference between male and female high school teachers in their occupational stress. Female (26.52) are better than male (24.74) among high school teachers in their occupational stress. This is may be due to fact that Females were reported to be more occupational stress high school teachers than their male counterparts.

The finding of study result shows that there is significant difference between rural and urban high school teachers in their occupational stress. Rural area schools (26.76) are better than urban area school (24.38) among high school teachers in their occupational stress. Rural area school have more occupational stress due to their surrounding environment, learning ability, availability of infrastructure, skills, and access to different facilities.

Suggestions of the Study

The following are the suggestions for further research studies.

1. Teachers' occupational stress as a function of work commitment, work adjustment and religiosity.
2. Influence of coronary diseases on health and occupational stress of teachers'. Relationship between principal leadership styles and teachers' occupational stress.
3. Locus of control and its correlation with teachers' occupational stress.

Recommendations of the Present Study

1. The management can give decent salary and various benefits to its faculty members to induce voluntary participation in curricular and co-curricular activities.
2. Teachers should be involved in formulating school policies. This will enhance their morale and help them in better connection with the job thereby improving attitude towards attitude towards job satisfaction.
3. Regular seminars and lectures from experts are to be organised on profession satisfaction and professional commitment.

Conclusion

The present study reveals that the high school teachers are having high Occupational stress and high Professional commitment. The study reveals that there is a significant relationship between Occupational stress and their Professional commitment. So we may infer that the Occupational stress and Professional commitment are interrelated with one another. If one who wants to improve their Occupational stress or Professional commitment they must develop either one. The future teachers must keep in mind that their maturity helps the students become good citizens of our nation.

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A STUDY OF ORGANIZATIONAL COMMITMENT AMONG HIGH SCHOOL TEACHERS - A LOCATION OF SCHOOL WISE ANALYSIS

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Abstract

The main objectives of the study were to find out the level of organizational commitment among high school teachers with reference to location of school. The sample drawn consisted of 219 teachers from 13 high schools in Srivilliputtur taluk.. The organizational commitment scale is prepared and developed by investigator and guide. The research reveals that i)the level of organizational commitment of high school teachers is average(64.8). ii) Among high school teachers, 19.6% have low level, 64.8% have moderate level and 15.5% have high level of organizational commitment. ii) with regard to rural school, 41.2% of teachers have low level, 35.3% of teachers have average level and 23.5% of the teachers have high level of organizational commitment. With regard to urban school teachers, 17.8% of teachers have low level, 67.3% of the teachers have average level and 14.9% of the teachers have high level of organizational commitment.iii) there is significant difference in organizational commitment of high school teachers with respect to location of teachers.

Introduction

Organizational commitment is a crucial factor that influences job satisfaction, teacher retention, and overall school performance. High school teachers' commitment to their schools is shaped by various factors, including work environment, leadership, personal values, and location. This study examines the organizational commitment of high school teachers in both urban and rural settings, exploring the differences and similarities between these two contexts.

Significance of the Study

The study on organizational commitment among high school teachers holds substantial significance for various stakeholders within the educational sector. Understanding the factors that influence organizational commitment can help school leaders develop policies and practices that enhance teacher commitment. This can lead to a more stable and motivated workforce. Committed teachers are more likely to remain in their positions, reducing turnover rates and the associated costs of recruiting and training new staff. Furthermore, administrators can foster a more positive and supportive work environment, directly impacting teacher morale and performance. Insights from this study can inform the creation of supportive policies that foster a positive work environment and reduce teacher turnover rates. Policy makers can use the findings to implement strategies that address the specific needs and concerns of teachers, such as professional development opportunities, adequate resources, and fair compensation. By addressing these areas, policy makers can contribute to the overall improvement of the educational system.

By identifying the aspects that contribute to their commitment, teachers can gain a better understanding of their professional environment and advocate for necessary changes. This self-awareness can empower teachers to take proactive steps in their own professional development and job satisfaction. Additionally,

understanding the factors that influence their commitment can help teachers build stronger relationships with their colleagues and administrators.

Committed teachers are more likely to be effective in their roles, positively impacting student learning outcomes and overall school performance. When teachers are dedicated and motivated, they create a more engaging and supportive learning environment for their students. This can lead to higher student achievement, better attendance rates, and improved student behavior. In the long term, committed teachers can inspire students to pursue their own educational and career goals. This study contributes to the broader body of knowledge on organizational commitment, providing a foundation for future research in educational settings. The findings can be used to develop new theories and models of organizational commitment specific to the educational context. Additionally, this study can serve as a reference for researchers conducting similar studies in other educational settings or geographical regions.

The study can help in understanding how organizational commitment influences the overall school culture and climate. Schools with high levels of teacher commitment tend to have a more collaborative and positive atmosphere, which can attract new teachers and retain existing ones. A positive school climate also contributes to the well-being and satisfaction of all members of the school community, including students, teachers, and support staff. The study can highlight the importance of continuous professional development in fostering organizational commitment. Schools can use these insights to design and implement effective professional development programs that align with teachers' career goals and the school's mission. Such programs can enhance teachers' skills, job satisfaction, and commitment to the school.

This study on organizational commitment among high school teachers is significant because it addresses critical issues related to teacher retention, job satisfaction, and student outcomes. The findings will help educational leaders and policymakers implement strategies that foster a committed and motivated teaching workforce. Ultimately, enhancing organizational commitment among teachers can lead to a more effective and successful educational environment, benefiting students, teachers, and the broader community.

Objective of the Study

1. To find out the level of organizational commitment of high school teachers.
2. To find out the level of organizational commitment of high school teachers with reference to location n of school
3. To find out whether there is any significant difference in organizational commitment of high school teachers wit reference to location of school.

Null Hypotheses

1. The level of organizational commitment of high school teachers is average.
2. The level of organizational commitment of high school teachers with reference to location n of school is average.
3. There is no significant difference in organizational commitment of high school teachers wit reference to location of school.

Method Adopted

Survey method was adopted for the present study.

Population of the Study

The population of the study was high school teachers in Srivilliputtur Taluk.

Sample of the Study

A small portion of population selected 219 high school teachers in Srivilliputtur Taluk for present study. The sampling techniques used simple random sampling method. Thus the sample consisted of 219 teachers, male =105 and female=114.

Tools Used

The investigator used organizational commitment scale is prepared and developed by investigator and guide (2023).

Statistical Technique Used

The investigator used the percentage wise analysis and 't' test for analyze the data.

Analysis of Data

Objective: 1

To find out the level of organizational commitment of high school teachers

Table 1 The Level of Organizational Commitment High School Teachers

Variable	Low		Moderate		High	
	No	%	No	%	No	%
Organizational commitment	43	19.6	142	64.8	34	15.5

The table shows that, among high school teachers, 19.6% have low level, 64.8% have moderate level and 15.5% have high level of organizational commitment.

Objective: 2

To find out the level of organizational commitment of high school teachers with respect to Location of school.

Table 2 Level of Organizational Commitment of High School Teachers with Respect to Location of School

Background Variables	Sub- Categories	Low		Average		High	
		Count	%	Count	%	Count	%
Location of school	Rural	7	41.2	6	35.3	4	23.5
	Urban	36	17.8	136	67.3	30	14.9

The above table shows that, with regard to rural school teachers, 41.2% of teachers have low level, 35.3% of teachers have average level and 23.5% of the teachers have high level of organizational commitment. With regard to urban school teachers, 17.8% of teachers have low level, 67.3% of the teachers have average level and 14.9% of the teachers have high level of organizational commitment.

Hypothesis: 1

There is no significant difference in organizational commitment of high school teachers with respect to location of teachers

Table 3 ‘t’ Value Showing Significant Difference in Organizational Commitment of High School Teachers with Respect to Location of School

Locality of School	Number	Mean	S.D	Calculated ‘t’ Value	Table Value	Remarks
Rural	90	143.86	20.793	1.983	1.97	S
Urban	129	148.46	19.271			

The above table shows that the calculated ‘t’ value (1.983) is less than the table value (1.97) for df (217) at 5% level of significance. Hence the null hypothesis is rejected. It shows that there is significant difference in organizational commitment of high school teachers with respect to location of school

While comparing the mean scores of rural school and urban school teachers, urban school teachers (mean = 148.46) are better than the rural school teachers (mean = 143.86) in their organizational commitment.

Findings of the Study

1. Among high school teachers, 19.6% have low level, 64.8% have moderate level and 15.5% have high level of organizational commitment.
2. Among high school teachers, 19.6% have low level, 64.8% have moderate level and 15.5% have high level of organizational commitment
3. There is significant difference in organizational commitment of high school teachers with respect to location of teachers

Recommendation of the Study

1. **Enhance Job Security for Temporary Teachers:** Providing pathways for temporary teachers to secure permanent positions can significantly boost their commitment. Policies should be implemented to transition high-performing temporary teachers to permanent roles.
2. **Improve Resources in Rural Schools:** Investing in infrastructure, teaching materials, and professional development opportunities in rural schools can help bridge the commitment gap between urban and rural teachers.
3. **Professional Development:** Schools should offer continuous professional development programs to all teachers. This includes workshops, advanced degrees, and in-service training to help teachers grow professionally and feel valued.
4. **Supportive Work Environment:** Creating a supportive and collaborative work environment where teachers feel appreciated and part of a community can enhance their commitment. Regular recognition of achievements and contributions can foster loyalty.
5. **Competitive Compensation and Benefits:** Ensuring competitive salaries and comprehensive benefits for all teachers, regardless of the type of school or employment status, can improve their organizational commitment

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HIGHER EDUCATION CURIOSITY OF 21ST CENTURY TRIBAL LEARNERS'

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"The birthplace of learning is the womb of curiosity"

- Kolanchiyappan

Abstract

21st-century students belong to the touch screen generation. The purpose of education is for the learner to acquire knowledge about the world, to make the world aware of the learner's potential, and to liberate the learner from his needs. This study aims to know the level of higher education curiosity among 21st-century tribal students. This exploration objective is to investigate tribal students who are interested in pursuing higher education and are willing to achieve through education. For this study, we have selected students of class 10th standard and this study is purely quantitative research with a survey method. Then, the sample size of this study was 95, and simple random techniques were also used for the data collection. The conclusion of the statistical report is that male and female higher education curiosity is increasing. However, the overall sample contribution and types of family-based tribal students' higher education curiosity levels are low.

Keywords: *Higher Education Curiosity, 21st Century Tribal Learners.*

Introduction

Learning is common to all but education is a weapon that can change the world through humanity. The beauty of such education is that it mixes freely with everyone. Such freedom of learning brings out the uniqueness in everyone and helps to create world-level achievement. "The purpose of education is for the learner to acquire knowledge about the world, to make the world aware of the learner's potential, and to liberate the learner from his needs".

Higher education is a right for all humanity. Such higher education refines everyone's ability through learning levels such as knowing, understanding, and clarity. Also, a goal is very important for everyone. Goal-oriented learning is meaningful education. As the root is to the tree, so is the goal of man.

Tribal are the oldest citizens of this world. Today's world civilization is built away from that place by education and innovative thinking. But to date, tribal development and progress have lagged behind globally. This is due to the lack of increasing educational pursuits away from the social structures that create stagnation. Also, I consider tribal strength to live with crowd, culture and conservatism. Education is an essential requirement for the progress of such a tribal society. I see education as a weapon to liberate the tribal from their needs and transform the community into a repository of knowledge.

No matter how many problems and challenges are around us, we all need to get quality higher education that develops our personality. The purpose of this study is to investigate how many of the tribal students are interested in pursuing higher education and are willing to achieve through education.

Tribal students of the 21st-century live within the social framework of conservatism. Most of them belong to agricultural, farm, and traditional occupation families. Their main problem is underdevelopment and lack of proper guidance. These students belong to the most backward families in terms of education, society, and economy. Lack of proper guidance for individual skills and goal-oriented education is the primary reason for their backwardness. As their habitats are fertile in nature, they naturally have a good imagination, creativity, and thinking skills. However, due to many wrong guidelines and a lack of an

independent learning environment many children from this community miss out on higher education opportunities.

Statement of the Problem

21st-century students belong to the touch screen generation. Learning for them needs to be deep, knowledge-stimulating, and skill-building. Because today's world operates at the fingertips through the internet. The internet has given everyone the freedom to learn from anywhere, anytime.

In light of the above presentation, the problem for the present study has been specifically stated as the **"Higher Education Curiosity of 21st Century Tribal Learners"**.

Review of related Literature

According to the Cambridge Dictionary, the meaning of tribe is a group of people, often of related families, who live together, sharing the same language, culture, and history, especially those who do not live in towns or cities [1].

For this study, we have chosen tribal students in Tamil Nadu. The purpose of this study is to know the level of interest in study involvement and higher education among tribal students. This study will be used to improve the educational standards of tribal students in the future and develop educational policies for tribal students.

Tamil Nadu has 38 tribes and sub-tribes, according to the Tamil Nadu Forest Department's website. Six tribal communities have been classified as Primitive Tribal Communities: Toda, Kota, Kurumbas, Irulur, Paniyan, and Kattunayakan. According to the 2011 census, Tamil Nadu has a tribal population of 7,94,697 people. Tribes of Tamil Nadu are mainly found in the district of Nilgiris. Of which Toda, Kota, Kurumbas, Kattunayakan, Paniyan, and Irular have been designated as 'Primitive Tribes' [2].

Earlier, several studies have been conducted on Tamil Nadu tribal study involvement and higher education. Among them, the most important studies are highlighted in this study.

Dr. V. Rajam and Malarvizhi (2011) conducted a study on the educational status of tribal children in the Nilgiri district. This study focused on the parental objective of educating the respondents.

J. Joyce Martha (2013) conducted a study on the tribal development administration in Tamil Nadu. This study explains the population of the Tribal, their operational land holdings, literacy, and the status of the Tribal in Tamil Nadu with reference to Salem District.

S. Manimegalai (2018) conducted a study on Tribal Development Strategies in Tanjore District of Tamil Nadu. This study explains Government Policy, Traditional poverty, Land alienation, Education Facilities, Tribal Basic Problems, and Health Issues.

V. Banupriya and Ms. Rini Rajan (2019) conducted a study on Curiosity, Happiness, and Academic Achievement among High School Students. The findings of this study, there was no significant gender difference in academic achievement, curiosity, and happiness. There was a significant difference between levels of schooling on curiosity and academic achievement.

Bala Krishnan. S. and S. Sudharsan (2020) conducted a study on a situation analysis of higher secondary tribal residential schools in Tiruvannamalai District, Tamil Nadu. This study focuses on residential schools for Scheduled Tribes (ST) students to provide quality education to tribal students.

Objective of the Study

- This study aim is to know the level of higher education curiosity among 21st century tribal learners.
- This exploration objective is to investigate tribal students who are interested in pursuing higher education and are willing to achieve through education.
- To study the level of higher education curiosity difference between the gender and family type.

Hypothesis of the Study

H1: There is no significant difference between Higher Education Curiosity in the Tribal Students.

H2: There is no significant difference between Higher Education Curiosity of boys and girls in the Tribal Students.

H3: There is no significant difference between Higher Education Curiosity of Joint family and Nuclear family in the Tribal Students.

Methodology of the Study

The problem that follows the task of defining the research problem is the preparation of the research project's design, popularly known as the "research design". Decisions regarding what, where, when, how much, and by what means concerning an inquiry or a research study constitute a research design. "A research design is the arrangement of Conditions for the collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in procedure".

The status of Education in Tamil Nadu for the Scheduled Tribe is better than in other states of this country. Tamil Nadu is ranked third compared to the over literacy rate. In the case of ST (41.53%) still, it is lower than the general sections (73.57%) of the society. Nearly one lakh students study in 1,138 Adi Dravidian Welfare Schools, 320 Government Tribal Residential Schools, and 7 Ekalaiva Model Residential Schools in Tamil Nadu [3].

For this study, we have selected students of class 10th. Because the team of researchers considered these 10th class students who are about to go for higher education and are at the end of basic education to be suitable for this study. So, the team of researchers decided to use tribal schools from Viluppuram district near Chennai for this study.

Research Design: This study is purely quantitative based research. Then, the empirical study of survey method was used to this research. The sample size of this study is 94 and simple random techniques also used for the data collection. The research instrument was developed by the team of researchers. The questionnaire numbered 20 items used for this study based on the interest, novelty seeking, exploration and achievement through learning. A tool is said to be valid if it measures what it is supposed to measure. The validity of tools was established by subject experts. Based on the available data it was found out the tribal students are study involvement and curiosity of higher education using with Excel and T-test calculation method.

Data Analysis of the Study

H1: There is no Significant Difference between Higher Education Curiosity in the Tribal Students

Group	N	Mean	S.D	T-value	Level of Significance
Higher Education Curiosity	94	22.93	2.30	0.1278	0.05

According to the table, the value of t is 0.1278 and p is .04493. The result is not significant at $p < .01$. So, the hypothesis is accepted.

H2: There is no Significant Difference between Higher Education Curiosity of Boys and Girls in the Tribal Students

Gender	N	Mean	S.D	T-value	Level of Significance
Male	38	24.66	2.221	7.76	0.05
Female	57	21.72	1.467		

According to the table, the value of t is 7.7601 and p is <.00001. The result is significant at p<.05. So, the hypothesis is rejected.

H3: There is no Significant Difference between Higher Education Curiosity of Joint Family and Nuclear Family in the Tribal Students

Types of Family	N	Mean	S.D	T-value	Level of Significance
Joint	48	22.96	2.287	0.27	0.05
Nuclear	47	22.83	1.493		

According to the table, the value of t is 0.27 and p is .393875. The result is not significant at p<.05. So, the hypothesis is accepted.

According to the statistical report, the overall sample of 10th-standard tribal students and types of family-based tribal students' higher education curiosity level is low. However, the gender of the male and female higher education curiosity variation has changed. That means, the male and female higher education curiosity is individually increasing.

Discussion of Findings

The conclusion of the statistical report is that male and female higher education curiosity is increasing. However, the overall sample contribution and types of family-based tribal students' higher education curiosity levels are low. Because the overall tribal students and the types of families are affected by socioeconomic factors and a lack of motivational guidelines about higher education.

Education Implementations

Mechanisms for access to higher education for all tribal students:

1. Abolition of imposition and coercive learning and increase the freedom of learning.
2. Proper guidelines about the needs of higher education based on uniqueness.
3. Goal-based education and to develop the seven skills of Self-thinking, Self-control, Self-directed learning, Self-confidence, Leadership, Imagination, and Creativity in every student.
4. Emphasis on individuality and optional subjects and encouraging search and research-based learning.
5. Increasing vocational programs to improve their family economic conditions.

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