



Dear Reader,

It gives me great pleasure in uploading and publishing the March, 2019 Special Issue of the Journal of Contemporary Educational Research and Innovations (JCERI), it deals with contemporary researches in education related to methodology of teaching of various subjects, Correlates of achievements, Psychological and Sociological relations of Education at the level of Schools, Colleges and Universities. The review committee has finalized 17 papers for publication in this issue. Hope these papers will be very useful for many researchers and teachers in the field of Education.

A Study on Awareness in Social Media among B.Ed. Colleges in Thiruvannamalai District, A Study on Scientific Attitude of High School Students in Relation to Classroom Cognitive Behavior and School Scientific Activities, A Study on Higher Secondary Students Attitude Towards Social Media, Knowledge and Utilization of E-Resources among Arts and Science College Students, A Study on Teacher Effectiveness of High School Teachers, A Study of Social Adjustment and Academic Achievement of Arts and Science College Students, A Study on Stress Tolerance Ability of College Teachers, A Study on Attitude Towards Biology of Higher Secondary Students in Relation to their Study Habits, Relation between Emotional Intelligence and Spiritual Value of B.Ed. College Students in Thiruvannamalai District, A Study on Moral Judgment of B.Ed. Teacher Trainers, Personality and Adjustment of B.Ed. College Students, A Study on Technology Literacy of B.Ed. Students, A Study on Knowledge and Utilization of E-Resources among the Engineering College Students, A Study on Level of Aspiration of College Students, A Study of High School Students Mental Health and Its Relationship with Achievement in Mathematics, A Study on Multiple Intelligence of Students Teachers, Attitude towards Democracy in Relation to Religious Tolerance of Higher Secondary Schools, written by the Scholars and Teacher Educators have been included in this issue of the journal. I hope, the articles included in this issue would enrich the knowledge of learners and provide a broad base to their research / learning. I am happy and I take this opportunity to thank all the contributors for having provided support through their contributions.



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A STUDY ON AWARENESS IN SOCIAL MEDIA AMONG B.ED. COLLEGES IN THIRUVANNAMALAI DISTRICT

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Abstract

The present study is designed to understand the A study on awareness in social media among B.Ed., colleges in Thiruvannamalai district. The sample consisted of 200 B.Ed., College students who were selected on the basis of descriptive analysis, simple random techniques is used in the study. The variables included were moral values. Data were collected from Thiruvannamalai district. The researcher used the tool developed by Awareness of social media inventory constructed and validated by John Wiley & Sons, 2009 were used. The present study made on awareness in social media among B.Ed., college students in Thiruvannamalai district. Hence activities are to be included in higher educational curriculum to increase Social Media awareness.

Key words: Awareness in social media and Students.

Introduction

The brief introduction to social media is described in the study. This section explains social media in-depth. Definitions by different experts exists defining and defending social media as a legitimate classification for new media as well as documenting the tools that facilitate the socialization of content. Stowe Boyd makes the fundamental distinctions between social media and other prevalent media. According to him, social media is not a broadcast medium and are not organized around one-to-many communications model. Social media is many-to-many. It is open and disruptive. It is the way that we are organizing ourselves to communicate, to learn, and to understand the world and our place in it. Robert Scoble describes social media as new media and tries to differentiate it from the earlier media types, referred as old media'. He shows the benefits of new media in comparison to the old one and convinces to admit that something is different in new media that definitely does not happen on the other old media.

According to Mark Schaefer, of Schaefer Marketing Solutions, there are three hallmarks of social media: Evolution, Revolution and Contribution. First, it is an evolution of how we communicate, replacing email in many cases. It is a revolution: For the first time in history, we have access to free, instantaneous, global communication. We are living in an exciting time. Third, the ability of everybody to share and contribute as a publisher distinguishes social media from other media types. Social media is communication channels or tools used to store, aggregate, share, discuss or deliver information within online communities. The focus is on interaction and relationships, not the almighty dollar.

Importance of the Study

The involvement of social media in education has given a new dimension to this study. With the presence of social media in education industry, teaching has changed drastically. The importance of social media has increased not just for students but also for the teachers. Although, at times most of the parents do not take use of social media in education positively, they think it can do more harm than benefit. But this combination (teen students + social media) is a great one if teachers understand and help students to make effective use of this social media to build their knowledge base.



Statement of the Problem

The present investigation aimed to “A study on Awareness in Social Media among B.Ed., Colleges in Thiruvannamalai District”.

Objectives of the Study

To find out the awareness of social media among B.Ed., college students

Hypotheses of the Study

Awareness of social media among B.Ed., college students is high.

Method of the Study

Normative survey method is adopted in the present study. It seeks to obtain precise information concerning the current status of phenomena and to draw valid general conclusions from the facts discovered. This method of research attempts to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects and awareness. In brief it is an attempt to analyse, interpret and reveals the present study. Random sampling technique was used to collect the data from 200 college students in Thiruvannamalai District.

Design of the Study

A research design is highly essential and it is inevitable as a blueprint. In the present investigation survey method is employed.

Sample of the Study

In the present study Random Sampling technique was used in the selection of samples of 200 B.Ed., college students. 200 students were selected from 5 B.Ed. colleges located in Thiruvannmalai district. B.Ed., Colleges were selected randomly from Thiruvannmalai district. Among the selected colleges located in rural area and urban area were chosen. The details of the subsamples are given in chapter III of this study.

Tools Used

The following scales were used in this study. Awareness of social media inventory constructed and validated by John Wiley & Sons, 2009 were used.

Results

Descriptive Analysis – Awareness in Social Media of College Students’

Awareness in social media among B.Ed., college students

The scores obtained by the students were analyzed. The mean and standard deviations of whole sample and different groups are presented in Table - 1

Table - 1

Means and Standard Deviations for Awareness in Social Media among B.Ed., College Students’ of Whole Sample and Different Groups

Demographic Variable	Sub sample	N	Mean	SD
Entire		200		
Gender	Male	93	53.59	24.72
	Female	107	61.66	23.18
Location of College	Rural	103	57.90	21.00
	Urban	97	60.34	23.28
Age	Below 30 years	86	58.36	22.75
	Above 31 years	114	59.88	21.48
Type of family	Nuclear family	98	60.38	23.25
	Joint family	102	57.84	21.01

Religion	Hindu	54	53.59	24.72
	Muslim	102	61.41	20.73
	Christian	44	60.43	21.16
Community	OC	53	56.34	23.16
	BC	38	59.44	20.86
	MBC	34	56.79	19.73
	SC/ST	75	64.26	24.81
Marital status	Married	106	59.42	21.53
	Unmarried	94	58.71	22.86

It is clear from Table 1 that the mean value of whole sample is 106.98 and it shows that the awareness in social media among B.Ed., college students' of the students is average. Among the different groups, female have secured more mean value (61.66) than that of male (53.59). Rural and urban College students have secured same mean scores (57.90) and (60.34). As regards the age groups of College students, above 31 years age group students have secured higher mean score (59.88) than that of below 30 years age group students (58.36). Nuclear family of students has secured higher mean value (60.38) than that of joint family students (57.84). Muslim religion students have secured higher mean value (61.41) than that of Hindu (53.59) and Christian (60.43) religion students. SC-ST community students have obtained greater mean value (64.26) than OC (56.34), BC (59.44) and MBC (56.79) community students. Regarding the married students has secured higher mean value (59.42) than that of unmarried (58.71) students.

Conclusion

The present study made on awareness in social media among B.Ed., college students in Thiruvannamalai district. Hence activities are to be included in higher educational curriculum to increase Social Media awareness and utilization. More researches are to be conducted in this field to increase cautious and useful Social Media. Result found that the relationship between awareness in social media and gender, location of college, age and religion of B.Ed., college students is positive relationship. Also the result no relationship between the awareness in social media and Type of family, community and marital status of college students.

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A STUDY ON SCIENTIFIC ATTITUDE OF HIGH SCHOOL STUDENTS IN RELATION TO CLASSROOM COGNITIVE BEHAVIOR AND SCHOOL SCIENTIFIC ACTIVITIES

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Abstract

The present study is designed to understand the A study on scientific attitude of high school students in relation to classroom cognitive behavior and school scientific activities. The sample consisted of 400 high school students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were scientific attitude, classroom cognitive behavior and school scientific activities. Data were collected from Thiruvannamalai district. a. Scientific -Attitude Scale developed by K.K.Agarwal (1975). b. Classroom-Cognitive- standardized by - Behaviour by Dr. Avinash Grewal (1986). c. Scientific activities scale which was developed by Asohan (2004). The correlation co efficient result shows that there is a positive relationship between teachers scientific attitude, classroom cognitive behavior and school scientific activities.

Key words: *Scientific attitude Classroom cognitive behavior and School scientific activities.*

Introduction

Scientific Attitude

The development of scientific attitude and interest should not be left to chance. To succeeded in their efforts relevant activities in day to day teaching must be from significant areas of living which correct their erroneous ideas and misconceptions. Science educators are interested in the development of scientific attitude among student. Fragment changes in the science curriculum consistently aim at the development of scientific attitude among students. Though attitudes were studied and defined, they were not distinctly differentiated from scientific thinking and problem solving skills (Smith & Anderlan 1960). Actually scientific attitude remained peripheral and observe in teaching plans. Recently the development of attitude has received a considerable surge of interest as it is evidenced by the increasing number scientific and research studies dealing with their description, measurement, learning and influence on cognitive learning and science.

Classroom Cognitive Behaviour

Cognitive behavioral interventions are student -implemented systems, enabling students to generalize their newly learned behavior more effectively than teacher implemented systems that rely on external rewards and punishments. Adult modeling is an essential component of cognitive behavioral intervention. It is important for teachers to model the behavioral and cognitive skills they are teaching. For example, teachers can “think out loud” about how they might manage their own anger (“What she said makes me really angry, but I won’t say anything now. I’ll wait until I’m calm to speak to her about it”) and evaluate the outcome (“I’m glad I didn’t say anything. It turned out to be a misunderstanding”). A teacher’s explanation of the cognitive strategies they use and their meta-cognitive awareness (thinking about their thinking) can serve as an influential model for students to emulate.

School Scientific Activities

The high school science activities, being interactive is important, but I want to do more than just entertain your students. The neat thing is that after experiencing a good demonstration, students actually



crave a good explanation. That's why my teacher videos strongly emphasize you being mentally prepared. You should never walk into your classroom not having a clue what you're doing that day. If that's your habit, you might occasionally have a good day of learning, but you and your students are missing out on many more.

Need and Significance of the Present Study

Good academic achievement brings satisfaction to the individual concerned and achievement also becomes the means by which the society can advance. The study involvement of the students to help the teacher and educationist to formulate or device useful techniques that can be adopted in the teaching-learning programme of the classroom. Scientific attitude, studied in relation to classroom cognitive behaviour of the child studies in the past decade have confirmed that intelligence and socio economic background are major contributors to Scientific attitude. Reasoning refers to a kind of mental activity. It is a kind of thinking, yet all kinds of thinking cannot be termed reasoning. Reasoning is a word used to describe the mental recognition of cause and effect relationships. It may be the prediction of a event from an observed cause or the inference of a cause from an observed event. Accuracy is the criteria of good reasoning. Thurston(1938) described that intelligence consisted of eight primary mental abilities namely number ability, word fluency ability, verbal meaning, association ability, memory ability, classroom cognitive behaviour, space ability, and perceptual speed ability. All these abilities have been proved to be correlated with one another. When a thinker reaches a conclusion which he accepts as certain or at least probable, he is said to have been reasoning. When he reaches the conclusion from the examination of his data the reasoning is termed as logical reasoning. When the conclusion is not based on his data, reasoning is termed as illogical reasoning. The effect of training, individual difference and other problems are clearly psychological. Logic is specially concerned with the question whether the conclusion follows from the data or not, throughout reasoning. Classroom cognitive behaviour is one of the main factors that increase the performance of the students. In these days of cut throat competitions in all walks of life, even a marginal difference of 0.01 in scores achieved by two different students leads to very many differences in their securing of seats in professional courses. Like all major concepts of maladjustment and mental health the concept of school scientific activities also happens to be a by product of the rapeutic intervention in the psychiatric setting Saul (1957) remarked "The concept of school scientific activities is called the master concept of our time it is probably the most important contribution of modern psychiatry". According to Walter D. Smitson (1974) school scientific activities as "A process in which the personality is continually striving for greater sense of emotional health, both intra-psychically and intra-personally'. In brief school scientific activities can be called as the process of impulse control through the agency of self or ego.

Statement of the Problem

The present study is intended to analyse a study on scientific attitude of High school students in relation to classroom cognitive behaviour and school scientific activities.

Objectives of the Study

To find out the relationship between classroom cognitive behaviour and school scientific activities.

Hypotheses

There is a significant difference between classroom cognitive behaviour and school scientific activities.

Design of the Study

A research design is highly essential and it is inevitable as a blue print. In the present investigation survey method is employed.

Location of the Study

The present investigation was conducted in the Thiruvannamalai, District. The list of schools selected for the study is given in table: 1

Tools Used in the Study

- Scientific -Attitude Scale developed by K.K.Agarwal (1975).
- Classroom-Cognitive- standardized by - Behaviour by Dr. Avinash Grewal (1986).
- Scientific activities scale which was developed by Asohan (2004).

Analysis and Interpretation

Correlational Analysis

The relationship between scientific attitude and classroom cognitive behaviour were analysed by computing Pearson's product moment of correlation. The results are presented in table- 33. The obtained correlation value of .388 is found to be higher than the table value of 0.128 for 0.01 level of significance. It indicates that there is a positive significant relationship between scientific attitude and classroom cognitive behaviour. It reveals that those who have a higher level of classroom cognitive behaviour have higher scientific attitude. Therefore, the null hypothesis is rejected and the research hypothesis is accepted.

Table -1

Correlation Coefficient of Scientific Attitude and Classroom Cognitive Behaviour

Variable	N	χ	Level of Significant
Scientific Attitude	400	.388	0.01
Classroom Cognitive Behaviour			

The relationship between scientific attitude and scientific activities was analysed by computing Pearson's product moment of correlation and the results are presented in table 34. The obtained correlation value of .013 is found to be less than the table value of 0.098 for 0.05 level of significance. It indicates that there is no relationship between scientific attitude and scientific activities. It reveals that those who have a lower level of scientific attitude have lower level of scientific activities. Therefore the null hypothesis is accepted and the research hypothesis is rejected.

Table - 2

Correlation Coefficient of Scientific Attitude and Scientific Activities

Variable	N	χ	Level of Significant
Scientific Attitude	400	0.13	Not Significant
Scientific Activities	400		

The relationship between classroom cognitive behaviour and scientific activities was analysed by computing Pearson's product moment of correlation and the results are presented in table 35. The obtained correlation value of 0.034 is found to be less than the table value of 0.128 for 0.01 level of significance. It indicates that there is no relationship between Classroom cognitive behaviour and scientific activities. It reveals that those who have a lower level of classroom cognitive behaviour have lower level of scientific activities. Therefore the null hypothesis is accepted and the research hypothesis is rejected.

Table - 3

Correlation Coefficient Of Classroom Cognitive Behaviour And Scientific Activities

Variable	N	χ	Level of Significance
Classroom Cognitive Behaviour	400	0.34	Not Significant
Scientific Activities	400		

Conclusions

Result found that Scientific attitude and school scientific activities of students are found to be independent of each other. As their scientific attitude of students, it does not have any influence on school scientific activities of students. Classroom cognitive behaviour and school scientific activities of students are found to be independently of each other. As their classroom cognitive behaviour of students, it does not have any influence on school scientific activities of students.

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A STUDY ON HIGHER SECONDARY STUDENTS ATTITUDE TOWARDS SOCIAL MEDIA

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(Received 04th March 2019, Revised 06th March 2019, Accepted 08th March 2019)

Abstract

The present study is designed to understand the Attitude towards social media. The sample consisted of 200 higher secondary students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were attitude towards social media. Data were collected from Chennai district. The media questionnaire developed by Rajkumar's (2003) and marks scored by the higher secondary students is collected from the school records. The correlation coefficient result shows that there is a positive relationship between students attitude towards social media.

Key words: Attitude towards social media and Student.

Introduction

Social media are computer-mediated tools that allow people to create, share or exchange information, career interests, ideas, and pictures/videos in virtual communities and networks. Social media is defined as "a group of Internet-based applications that build on the ideological and technological foundations of Web 2.0, and that allow the creation and exchange of user-generated content.

Media education is most effective when teachers have clear expectations about students' media consumption habits and media Attitude levels. For the purpose of this study, the concept of media Attitude refers to (1) self-described Attitude of the existing media in Tamil Nadu, (2) perceived credibility of various media sources (Kellner & Share, 2005), and (3) levels of confidence in distinguishing between true and false news. Having clear expectations is crucial to media education as more accurate assumptions regarding media consumption habits and Attitude translate to better use of classroom time and more effective curriculum strategies, which in turn enhances learning, media literacy, and the effectiveness of media education. For instance, in the context of media consumption, teachers who emphasize critical inquiry into radio content may find that 99% of their Facebook fanatical students do not listen to the radio. Therefore, lessons should instead emphasize how to distinguish facts from fabrications on Facebook. Without knowledge of the media consumption habits and Attitude of students, the establishment of effective media education and accurate measurement of the success of such education is difficult (Kellner & Share, 2005). This study hence aimed to assess the media consumption habits and media Attitude of upper primary students (average age: 9-12), and teachers' understanding and expectations concerning these aspects of their students

Statement of the Problem

The present investigation aimed to "A study on higher secondary students Attitude towards Social Media".

Objectives of the Study

To find out the Attitude towards Social Media among Higher secondary students

Hypotheses of the Study

Attitude towards Social Media among Higher secondary students is high.



Method of the Study

Normative survey method is adopted in the present study. It seeks to obtain precise information concerning the current status of phenomena and to draw valid general conclusions from the facts discovered. This method of research attempts to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects and Attitude. In brief it is an attempt to analyse, interpret and reveals the present study. Random sampling technique was used to collect the data from 200 higher secondary students in Thiruvannamalai District.

Sample of the Study

In the present study Random Sampling technique was used in the selection of samples of 200 higher secondary students. 200 students were selected from 5 higher secondary school located in Thiruvannmalai district. Higher secondary schools were selected randomly from Thiruvannmalai district. Among the selected higher secondary located in rural area and urban area were chosen. The details of the subsamples are given in chapter III of this study.

Tools Used

The following scales were used in this study. Attitude towards Social Media inventory constructed and validated by John Wiley & Sons, 2009 were used. The details of the tools are given in chapter – III of this study.

Results

Table 1
Means and standard deviations for attitude towards social media among higher secondary students' of whole sample and different groups

Demographic Variable	Sub sample	N	Mean	SD
Entire		200		
Gender	Male	93	53.59	24.72
	Female	107	61.66	23.18
Location of Higher secondary	Rural	103	57.90	21.00
	Urban	97	60.34	23.28
Age	Below 30 years	86	58.36	22.75
	Above 31 years	114	59.88	21.48
Type of family	Nuclear family	98	60.38	23.25
	Joint family	102	57.84	21.01
Religion	Hindu	54	53.59	24.72
	Muslim	102	61.41	20.73
	Christian	44	60.43	21.16
Community	OC	53	56.34	23.16
	BC	38	59.44	20.86
	MBC	34	56.79	19.73
	SC/ST	75	64.26	24.81
Marital status	Married	106	59.42	21.53
	Unmarried	94	58.71	22.86

It is clear from above Table that the mean value of whole sample is 106.98 and it shows that the Attitude towards Social Media among Higher secondary students' of the students is average. Among the different groups, female have secured more mean value (61.66) than that of male (53.59). Rural and urban

Higher secondary students have secured same mean scores (57.90) and (60.34). As regards the age groups of Higher secondary students, above 31 years age group students have secured higher mean score (59.88) than that of below 30 years age group students (58.36). Nuclear family of students has secured higher mean value (60.38) than that of joint family students (57.84). Muslim religion students have secured higher mean value (61.41) than that of Hindu (53.59) and Christian (60.43) religion students. SC-ST community students have obtained greater mean value (64.26) than OC (56.34), BC (59.44) and MBC (56.79) community students. Regarding the married students has secured higher mean value (59.42) than that of unmarried (58.71) students.

Conclusion

The present study made on Attitude towards Social Media among Higher secondary students in Thiruvannamalai district. Hence activities are to be included in higher educational curriculum to increase Social Media Attitude and utilization. More researches are to be conducted in this field to increase cautious and useful Social Media. Result found that the relationship between Attitude towards Social Media and gender, location of higher secondary, age and religion of Higher secondary students is positive relationship. Also the result no relationship between the Attitude towards Social Media and Type of family, community and marital status of higher secondary students.

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KNOWLEDGE AND UTILIZATION OF E-RESOURCES AMONG ARTS AND SCIENCE COLLEGE STUDENTS

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Abstract

The present study is designed to understand the knowledge and utilization of e-resources among arts and science college students. The sample consisted of 400 Arts and science college arts and science college students in Thiruvannamalai District who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were attitude towards social media. Data were collected from Thiruvannamalai District. The E-resources Utilization scale- constructed by the Investigator. The present study made on Knowledge and Utilization of e-resources among Arts and science college arts and science college students of Thiruvannamalai district". Hence activities are to be included in higher educational curriculum to increase E-resources awareness and utilization. More researches are to be conducted in this field to increase cautious and useful Knowledge and Utilization of e-resources.

Key words: Knowledge and Utilization of E-Resources and Students.

Introduction

The word 'Education' is derived from the Latin word "Educatum". It is composed of two terms 'E' and Duco' 'E' implies a progress from inward to outward while 'Duco' means developing or progressing. In its most literal sense 'education', therefore, means becoming developed or progressing from inside to outside. Education, thus, is the process of developing the inner abilities and powers of an individual. The term is also often connected with the Latin word "educare", meaning propulsion from the internal to the external. The Latin term underlines the necessary change brought about by practice or usage. In this manner, education implies some kind of change in a person.

Objectives of the Study

1. To find out whether there is any significant difference between Male and Female arts and science college students with respect to their Knowledge and Utilization of e-resources.
2. To find out whether there is any significant difference in Knowledge and Utilization of e-resources between arts and science college students with Computer Knowledge and without knowledge.

Null Hypotheses of the Study

1. There is no significant difference between Male and Female arts and science college students with respect to their Knowledge and Utilization of e-resources.
2. There is no significant difference in Knowledge and Utilization of e-resources between arts and science college students with Computer Knowledge and without knowledge.

Method of Study

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time. It is interested in knowing something about the whole population.



Statistical Techniques

In this present investigation the following Statistical techniques were used. Descriptive and Differential Analysis

Sample of the Study

The present study consists of 400 Arts and science college arts and science college students in Thiruvannamalai District, Tamil Nadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Due Proportionate weightage was given to various sub-samples.

Tools Used

The data are necessary for carrying out research. Investigation must be collected with the aid of special instruments or devices. The successful research represents a proper selection of tools. E-resources Utilization scale- constructed by the Investigator.

Results

Table - 1
Significance of difference between Male and Female arts and science college students with respect to their Knowledge and Utilization of e-resources

Gender	N	Mean	SD	t-value	Significance at 0.05 level
Male	204	62.61	14.36	6.62	Significant
Female	196	54.20	10.78		

From the above table, it is inferred that the calculated 't' value is lower than the table value and it is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference between Male and Female arts and science college students with respect to their Knowledge and Utilization of e-resources.

Table - 2
Significance of difference between Computer Knowledge and without knowledge arts and science college students with respect to their Knowledge and Utilization of e-resources

Computer Knowledge	N	Mean	SD	t-value	Significance at 0.05 level
Yes	361	59.11	13.07	2.58	Significant
No	39	52.74	15.04		

From the above table, it is inferred that the calculated 't' value is significant at 0.05 level, the above Null hypothesis is rejected and it is concluded that there is significant difference in Knowledge and Utilization of e-resources between arts and science college students with Computer Knowledge and without knowledge.

Findings

1. There is significant difference between Male and Female arts and science college students with respect to their E-resources Utilization.
2. There is significant difference in Knowledge and Utilization of e-resources between arts and science college students with Computer Knowledge and without knowledge.

Conclusion

The present study made on Knowledge and Utilization of e-resources among Arts and science college arts and science college students of Thiruvannamalai district". Hence activities are to be included in

higher educational curriculum to increase E-resources awareness and utilization. More researches are to be conducted in this field to increase cautious and useful Knowledge and Utilization of e-resources.

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A STUDY ON TEACHER EFFECTIVENESS OF HIGH SCHOOL TEACHERS

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Abstract

The present study is designed to understand the a study on teacher effectiveness of high school teachers. The sample consisted of 200 higher secondary teachers who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were teacher effectiveness Data were collected from Chennai district. The teacher effectiveness questionnaire developed by Rajkumar's (2003) and marks scored by the higher school teachers is collected from the school records. The correlation co efficient result shows that there is a positive relationship between students teacher effectiveness of high school teachers.

Key words: Teacher Effectiveness and Teacher.

Introduction

'Teacher as Guru' concept in ancient India. The teacher in ancient India was not mere imparter of knowledge but guide to knowledge- seeking. He was a preacher, a healer and an adviser to the ruler. This teacher known as 'GURU' was one who has developed personally and professionally through years of experience earned hard on his own. Such a teacher could not just be trained, but had to develop on his own. A teacher not only has to be competent in his subject, method of teaching and is understanding his students but also should have interest in the profession and have a favourable attitude towards teaching since it is importance for the teacher how he thinks or feels about his profession, it is also desirable to study the teacher's, attitude because it not only affects his own behavior in the class room but also the behavior of the students.

Objectives of the Study

1. To find out whether there is any significant difference between teaching effectiveness of the high school teacher based on gender.
2. To find out whether there is any significant difference between teaching effectiveness of the high school teachers based on age

Hypotheses

1. There is no significant difference between teacher effectiveness of the high school teacher with respect to their gender
2. There is no significant difference between teacher effectiveness of the high school teacher the respect to their age

Methods

In the present study normative survey method and the investigator chooses stratified random sampling technique. In this method, the population is divided into several groups that are individually more homogeneous than the total population, the nature and qualities of the population are prevalent and identified in the sample also.

Sample for the study

Selection of sample is an important aspect of the descriptive research. The sample should be so selected as to enable one to draw meaningful conclusions and generalizations. Sample should be adequate



enough to achieve the ultimate objectives. In order to realize this purpose, the research selected 13 schools. A total 200 teachers were analysed with the help of a questionnaires.

Tools for the study

The tools used for the present study were, the teaching effectiveness is an inventory were used in the study. Reliability and validity of the tool have been established. The collected data has been appropriate statistical techniques and the obtained findings, have been discussed in the light of other research studies.

Results

Table - 1

Showing Mean, SD and t-test for teachers effectiveness of high school teachers on the basis of Gender

Gender	N	Mean	SD	SE _D	t-value	Level of significance
Male	52	152.98	11.30	1.57	1.535	Not Significant
Female	148	155.86	12.51	1.03		

From the above the table calculated t-value 1.535 is lower than the table value 1.96 for 198 degrees of freedom at 0.05 level of significance Hence the null hypothesis there is no significant difference between male and female high school teacher in their teaching effectiveness is accepted. It is concluded that there is no significant difference the mean scores of male and female high school teacher in their teaching effectiveness

Table - 2

Showing Mean, SD and t-test for teachers effectiveness of high school teachers on the basis of Age

Age	N	Mean	SD	SE _D	t-value	Level of significance
Below 25	28	154.64	9.51	1.80	0.266	Not Significant
25 and above	172	155.19	12.65	0.96		

From the above the table calculated t-value 0.266 is lower than the table value 1.96 for 198 degrees of freedom at 0.05 level of significance. Hence the null hypothesis "there is no significant difference between teacher effectiveness of the high school teacher with respect to age" is accepted. It is concluded that there is no significant difference the mean scores of below 25 years of age and above 25 years high school teacher in their teaching effectiveness.

Conclusion

The present study aims to find out the study on teacher effectiveness of high school teachers in Thiruvannamalai district. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out in 200 samples based randomly. After collecting the data they were analyzed using statistical tools such as t-test and ANOVA. The result concluded that teachers have more teaching effectiveness of high school in Thiruvannamalai District.

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A STUDY OF SOCIAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF ARTS AND SCIENCE COLLEGE STUDENTS

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Abstract

The present study is designed to understand the social adjustments and their achievement in Arts and Science of college students. The sample consisted of 300 college students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were social adjustment and Achievement in arts and science. Data were collected from Chennai district. The social adjustment questionnaire developed by Roma Pal (1985) and Academic Achievement semester marks scored by the arts and science students is collected from the college records. The correlation co efficient result shows that there is a positive relationship between students climate and Achievement in English.

Key words: *Social adjustment and Academic achievement.*

Introduction

The concept of adjustment is as old as human race on earth. Systematic emergence of this concept starts from Darwin. In those days, the concept was purely biological and he used the term adaptation. The adaptability to environment goes on increasing as we proceed on the psychogenetic scale from the lower extreme to the higher extreme of life. Insects and germs in comparison to human being, cannot withstand the hazards of changing conditions in the environment.

Man among the living being, has the highest capacity to adapt to new situations. Man as a social animal not only adopt to physical demands but also adjusts to social pressures. Biologists used the term adaptation strictly for physical demands of the environment but psychologists use the term adjustment for varying conditions or social or interpersonal relation in the society. Thus adjustment means reaction to the demands and pressures of social environment imposed upon the individuals. The demand may be external or to whom the individual has to react. If we observe the life of child we will find that he is asked to do certain things and not to do other things. He has to hold certain from one family to another. His personality develops in the continuous process of interaction with his family environment. There are other demands like hunger, water, oxygen, sleep etc., which may be termed as internal. If one does not fulfill these internal demands he feels uncomfortable, with the development of the child, these physiological demands go on increasing and become complex

Definition of Adjustment

Adjustment can be defined as a person interaction with his environment. Each person in order to meet his needs and reach his goals works with other. At the same time, he is under pressure from the environment to behave in certain ways. Adjustment involves the reconciliation of personal and environmental demands. Adjustment is the process by which an individual attempts to cope with, master and transcend the challenges of life by utilizing a variety of techniques and strategies.

Good Adjustment

A satisfactory adjustment is something that we must constantly achieve and reachieve, To be well adjustment, we must adjust well and adjust continually.



The following are the qualities of good adjustment, cited by Arkoff (1968).

- Happiness, which refers to a general sense of well being.
- Harmong, implies a balance between person and environment demands.

Self-regard:

- Self insight, a knowledge of one self.
- Self identify, a sharp and stable image of self.
- Self esteem, a pride in one self.
- Self-disclosure, willingness to let one self be known to others.

Good adjustment does not necessarily more conformity to some norms. In fact, one can think of adjustment as being sometimes the way process, while by our work to change the norm or standard of behavior rather than change one's individual behavior to conform. Mindless conformity is just the opposite of healthy adjustment. Yet, some conformity is a part of good adjustment.

Academic achievement is the outcome of non-academic goal. Academic achievement is the outcome of academic goal. The realization of these both goals is the by product or end products of influence of several factors. But it is impracticable to investigate the part played by all the factors impacting one's social maturity. An empirical choice of a few of them for investigation appears to be more desirable and plausible. In this study, an attempt has been made to explore the influence of the following factors on academic achievement and social adjustment of Arts and Science College Students such as gender, locality, type of school management, religion, community and type of family.

Need for the Study

In home, there are no good models for children to follow. Parents do not conduct themselves in an ideal manner so as to enable the children to learn good habits. The curriculum framers at different levels of syllabi are more concerned with organization of material culture rather than spiritual culture. Teachers, at school are more concerned with curriculum transaction or development of hard skills rather than character building or soft skills development of children. Students are motivated more to compete for high percentage of marks in examination than pursuing excellence in human life. In society, there is a lack of ideal political and social leadership for the younger generation to emulate. Hence, it is a great dilemma for the younger generation as to what course of life they should follow. There seems to be a big question mark for their further in life.

Academic achievement played an important role in socialization. A feeling of social responsibility moral development, self-concept, social adjustment and found to be correlates of the social integration process. There is a need to plan well designed activities to enhance social maturity among school children during leisure. It is a common place to say that development of character is the ultimate end of all school work. In general character means organized capacity of social functioning. It means social interest and responsibilities. Therefore, it is the need of hour to explore the academic achievement and social adjustment of secondary school student in relation to certain selected variables.

Objectives of the Study

1. To find out if there is any significant difference between students coming from nuclear family and joint family in their academic achievement.
2. To find out if there is any significant difference between boys and girls in their social adjustment.

Hypotheses of the Study

1. There is no significant difference between students coming from nuclear family and joint family in their academic achievement .
2. There is no significant difference between boys and girls in their social adjustment.

Method of Study

The investigator has employed normative survey method for the present investigation.

Sample

The present study has been conducted in Thiruvannamalai district of Tamilnadu. A random sample of 300 ninth standard students have been selected for the study. The essence of sampling is the selection of a part from the whole in order to make inferences about the whole. Sample is the any number of measures of a population that have been selected to represent the population.

A random sample is defined as the sample which is formed in such a way that every subject in the population has the same chance of being chosen for the sample and the selection of the subject in no way influence the choice of another

Tools Used

The investigator has employed the research tool namely Academic achievement semester marks in school records and Social Adjustment Inventory constructed and validated by Roma Pal (1985) for the present investigation. However, because of the cultural and subject variability, the investigator has tested the tools for its reliability and validity. The reliability of the tools has been found out by test, re-test method. With the help of the experts in the field of education, psycho-pedagogy and educational statistics, the validity of the tools has been ascertained.

Results

Table - 1

Significance of Difference between Higher Secondary Students coming from Nuclear and Joint families in their Academic achievement

Independent variables	Sub-groups	N	Mean	't' value	Level of Significance
Gender	Boys	158	100.64	0.70	N.S
	Girls	142	101.00		
Structure of Family	Nuclear Family	205	101.05	1.19	N.S
	Joint Family	95	100.19		

Conclusion

The following conclusions have been drawn on the basis of the above findings. There is no conclusive evidence in the study to show that the independent variables taken for the present study do not have meaningful bearing in the academic achievement and social adjustment of ninth standard Arts and Science College Students

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A STUDY ON STRESS TOLERANCE ABILITY COLLEGE TEACHERS

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Abstract

The present study is designed to understand the A study on stress tolerance ability college teachers. The sample consisted of 300 college teachers who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were stress tolerance ability. Data were collected from Thiruvannamalai district. The investigator has employed the research tool namely Stress tolerance ability scale for college teachers has been constructed by Barreca & Hapler (2000) for the present investigation. The results shows that the stress scores have revealed that the college teachers of Thiruvannamalai district have high stress tolerance ability.

Key words: Stress tolerance ability and Teachers.

Introduction

Stress tolerance is the ability to withstand adverse events and stressful situations without developing physical or emotional symptoms, by actively and positively coping with stress. This ability is based on (1) a capacity to choose courses of action for dealing with stress (being resourceful and effective, being able to come up with suitable methods, knowing what to do and how to do it); (2) an optimistic disposition toward new experiences and change in general, and toward your own ability to successfully overcome the specific problem at hand; and (3) a feeling that you can control or influence. Every individual has a set of 12 executive skills (self-restraint, working memory, emotion control, focus, task initiation, planning/prioritization, organization, time management, defining and achieving goals, flexibility, observation and stress tolerance). Each person has two or three that are their strongest and two or three that are their weakest, and they are not dramatically changeable for life.

Need and Importance of the Study

For the development of any institution, stress tolerance ability of employees is of prime importance. Particularly an educational institution cannot achieve its goals and objectives, the teacher who constitute one of the important components in teaching learning process are stressed with their occupation. The effectiveness of teaching and success of any educational system depend upon the active involvement of teachers. A teacher is stressed with his work; he/her may not deliver his duties effectively.

The performance of teaching of any educational system depends upon the stress tolerance ability of teachers. Stress is person specific. What is stressful to one person is not necessarily stressful to another. There are as many response to stressful situation as there are individuals and two people in the same stressful situation may well respond quite differently from each others. Colleges, too, need to adopt a considered approach to the management of staff stress. Stress in teaching is inherent in the way; teachers are expected to work in may colleges today. The stress of teachers negatively affected the students. So the present study is very important for stress reduction of teacher.

Statement of the Problem

Stress tolerance ability is of vital importance and it plays an important role for the happiness, devotion of teachers to their work, for the realization of goals of the organization. Hence an attempt has



been made in the study to consider "stress tolerance ability of college teachers of Thiruvannamalai district in Tamilnadu"

Method of the Study

Since the study deals with the present conditions, normative survey method is used.

Tool of the Study

Stress tolerance ability developed and standardized by the Barreca & Hepler (2000) questionnaire is used in the present investigation.

Sample

With the help of random sampling techniques, 300 college teachers of Thiruvannamalai district in Tamilnadu is selected for the study. In Thiruvannamalai district there are two different types of colleges: government and private-are functioning. The researcher has selected 10 government colleges and private colleges for his study of Thiruvannamalai district, the investigator has randomly selected 300 college teachers for this present investigation.

Design of the Study

In educational research there are different methods in doing research. The most commonly used approach is normative research method. The same method has used in this research.

Location of the Study

In Tamilnadu there are 32 Revenue district. The present study is only consigned Thiruvannamalai district.

Objectives of the Study

1. To find out the stress tolerance ability of college teachers
2. To find out is there any significant difference between college teachers those who are having below 10 years of teacher experience and above 10 years of teaching experience in respect of stress tolerance ability.

Hypotheses of the Study

1. The college teachers of Thiruvannamalai district have high stress tolerance ability.
2. There is no significant difference between college teachers those who are having below 10 years of teaching experience and above 10 years of teaching experience in respect of stress tolerance ability.

Results

Analysis of Stress tolerance ability of College teachers

In order to understand the stress tolerance ability of college teachers, mean and standard deviation have been calculated. The values of mean and standard deviation have been represented in table – I. It shows that the mean value is 160.21 and standard deviation values is 15.22. The author of the scale has indicated that the scores between 46-122 is considered as low stress tolerance ability, the scores between 123-155 is considered as moderate stress tolerance ability and the scores between 156-230 is considered as high stress tolerance ability. Here the calculated value 160.21 is falling in the line of high stress tolerance ability. Now it is concluded that the college teachers of Thiruvannamalai district have high stress tolerance ability.

Table - 1

Analysis of Mean Value Scores of College teachers Those Who are Having Below 10 years of Experience and Above 10 Years of Experience in Respect of Stress tolerance ability Stress tolerance ability of college teachers

Total Population	Mean value	Standard Deviation
300	160.21	15.22

In order to find out whether is any significant difference between college teachers those who are having below 10 years of experience and above 10 years of experience in respect of stress tolerance ability, t value is calculated. The critical ration is found to be 1.70. The 't' value 1.70 is lower than the table value at 0.05 level. Hence the null hypothesis is accepted at 0.05 level. It concludes that there is no significant difference between college teachers those who are having below 10 years of experience and above 10 years of experience in respect of stress tolerance ability. The 't' value is represented in table II.

Table - 2

Table shows the t-value of college teachers those who are having below 10 years of experience and above 10 years of experience in respect of stress tolerance ability.

Experience	N	Mean	S.D.	t value	Level of significance
Below 10 years	132	161.93	16.93	1.70	No Significant
Above 10 years	162	158.85	13.63		

Conclusion

The present investigation has fielded many interesting result which bound to add to the volume of knowledge already present in the field of investigation.

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A STUDY ON ATTITUDE TOWARDS BIOLOGY OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR STUDY HABITS

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Abstract

The present study is designed to understand the A study on attitude towards biology of higher secondary students in relation to their study habits. The sample consisted of 235 higher secondary students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were attitude towards biology and study habits. Data were collected from Thiruvannamalai district. The Attitudes towards the study of biology Scale (ATSBS) – developed and standardized by the investigator and the study habit inventory constructed and standardized by Dr.D.Gopal Rao (1985) was used in the present study. The correlation coefficient result shows that there is a positive relationship between higher secondary students' attitude towards biology and study habits.

Key words: Attitude towards biology and Study habits.

Introduction

Attitude towards study of Biology

With global scientific and technological growth occurring rapidly, declining student interest in science courses and careers is a worldwide concern that has prompted science education reform efforts on an international scale. Since the student attitudes towards science effect course and career choices, measuring the impact of reform efforts on student attitudes is important and will require measurement tools with robust psychometric properties. Attitudinal studies in science education are mostly pertinent to elementary, middle and high school students', and in some cases college students' attitudes towards science. As science has become even more deeply embedded in our everyday life, how ordinary people perceive science has attracted the growing attention not only from the scientific community, but also from social scientists. A significant amount of research, in science education, is devoted to understanding ways we can improve the quality of science education and increase enrolment in science courses and degrees. One of the key factors in learning science is students' attitudes and the development of positive attitudes toward science and motivate the student's interest in science education and science-related careers.

Study Habits

Study habits are the ways that you study - the habits that you have formed during your school years. Study habits can be good ones, or bad ones. Good study habits include being organized, keeping good notes, reading your textbook, listening in class, and working every day. Bad study habits include skipping class, not doing your work, watching TV or playing video games instead of studying, and losing your work. It means you are not distracted by anything, you have a certain place to go where it is quiet everyday where you study and do homework. Basically it means that you are doing the best you can to get the grades you want. It means you are not distracted by anything, you have a certain place to go where it is quiet everyday where you study and do homework. The manner with which you consistently use to study for school or college or even for next day lesson plans if you're a teacher.



Need and Importance of the Study

Attitude has three important elements. They are a belief or opinion about an idea, feelings about that idea and a tendency to act towards that idea in certain ways. These attitudes come from the culture in which an individual grows, the people who raised the individual, and those with whom the individual is associated with, for example the peers. All these shape an individual's attitude. Study implies investigation for the mastery of facts, ideas or procedures, yet unknown or only partially known to the individual. Any application of energy directed towards the learning of new material, the solution of a problem, the discovery of new relationships, or similar purposeful activity can be considered to be significant to perform better. There are numerous reasons related to the performance of students to study. Study can be interpreted as a planned programme of subject matter mastery. It is generally believed that achievement of students is influenced by number of factors like attitude and study habits, etc,

Therefore, it is visualized that for drawing the best of creative talent and intellectual potentialities of students in the higher secondary level and as well as in domestic life, there is a need to recognize such psycho-social problems and study them in depth. In today's changed scenario of education whoever is seeking promising solutions and to perform better a worthy attention, dignity and cooperation are needed and these will help them to maintain a healthy mind in a healthy body.

Statement of the Problem

Keeping in mind the issues already discussed, the investigator choose the problem for study titled "A STUDY ON ATTITUDE TOWARDS BIOLOGY OF HIGHER SECONDARY STUDENTS IN RELATION TO THEIR STUDY HABITS."

Method of the Study

In order to realize the above said objectives the Normative Survey method was adopted. Normative Survey method study highlights and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey. A total of 235 students in Thiruvannamalai district were selected by using Random Sampling Technique.

Sample

The sample was selected by using the random sampling techniques. The sample includes 235 higher secondary students in Thiruvannamalai district of Tamil Nadu.

Objectives of the Study

- To study the significant relationship if any between attitude towards biology and study habits.

Hypotheses of the Study

- There is no significant relationship between attitude towards biology and study habits.

Tools Used for the Study

- **Attitude Towards Biology**
- **Study Habits**

Results

Correlation Analysis

It may be recalled that the objectives of the present study include the findings out of the nature of relationship existing between the

Attitude towards biology of higher secondary students and their study habits. For this purpose Pearson's Product Moment 'r' was computed in this study

Hypothesis: There is no significant relationship between the Attitude towards biology of the higher secondary students and their study habits with regard to sub – samples with regard to sub – samples.

Table - 1
Coefficient of correlation between Attitude towards Biology of higher secondary students and their Study Habits with regard to sub – samples

Variable	Groups	N	r calculated value	Table value	Significant at 0.05 level
Entire	Total	235	0.098	0.062	S
Gender	Boys	130	0.164	0.098	S
	Girls	105	0.093	0.088	S
Students Residing Place	Urban	77	0.213	0.113	S
	Rural	158	0.075	0.088	NS
Type of school	Government	110	0.075	0.098	S
	Private	74	0.210	0.113	S
	Government Aided	51	0.106	0.138	NS
Medium of instruction	Tamil	92	0.096	0.088	S
	English	143	0.175	0.113	S
Father occupation	Private Job	62	0.312	0.113	S
	Government	33	0.194	0.138	S
	Self	39	0.275	0.205	S
	Agriculture	42	0.254	0.138	S
	Others	59	0.271	0.250	S
Mother occupation	Private Job	94	0.098	0.113	NS
	Government	20	0.257	0.138	S
	Self	38	0.219	0.195	S
	Agriculture	58	0.262	0.138	S
	Others	25	0.317	0.138	S
Father education	Illiterate	37	0.375	0.325	S
	School level	98	0.375	0.138	S
	College level	100	0.064	0.088	NS
Mother education	Illiterate	58	0.193	0.250	S
	School level	52	0.115	0.062	S
	College level	125	0.289	0.138	S
Parents monthly Income	Below ` 10,000	10	0.570	0.632	NS
	` 10,000 to `20,000	72	0.249	0.138	S
	Above ` 20,000	153	0.098	0.062	S
Type of family	Joint Family	72	0.249	0.138	NS
	Nuclear Family	163	0.098	0.062	S

S – Significant

NS - Not Significant

It is evident from the table 4.6 that there is a positive and significant relationship between the Attitude towards biology of the higher secondary students and their study habits.

It is also evident from the table 4.6 that there is positive and significant relationship found between the Attitude towards biology of higher secondary students and their study habits with respect to Boys, Girls, Urban, Government, Private, Tamil, English, students whose fathers' occupation are Private Job, Government, Self, Agriculture, Others, students whose mothers' occupation Government, Agriculture,

Others, students whose fathers' education illiterate, school level, students whose mothers' education, illiterate, School level, College level, students whose parents' monthly income ranges between ` .10,000 and ` .20,000 and above ` . 20,000, and Nuclear family. It is also evident from the table 4.6 that there is no significant relationship found between the Attitude towards biology of higher secondary students and their study habits with respect to Rural, Government Aided, whose mothers' occupation are Private Job, students whose fathers' education College level, mothers' education are illiterate, students whose parents monthly income ranges Below ` .10,000 Joint family.

Conclusion

The present study aimed to know the higher secondary students attitude towards Biology and a factors that are related such as study habits. The result shows that students attitude towards biology is favourable attitude and study habits of higher secondary students is high. There is a positive and significant relationship between attitude towards biology of higher secondary students and their Study Habits.

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RELATION BETWEEN EMOTIONAL INTELLIGENCE AND SPIRITUAL VALUE OF B.ED COLLEGE STUDENTS IN THIRUVANNAMALAI DISTRICT

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Abstract

The present study is designed to understand the emotional intelligence and spiritual value of college students. The sample consisted of 358 college students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were intelligence and spiritual value Data were collected from Thiruvannamalai district. Anukool Kyde and snajyot Pethe's Emotional Intelligence Scale (2001) and Spiritual Value scale was constructed and standardize by Williams (1999). The correlation co efficient result shows that there is a positive relationship between students emotional intelligence and spiritual value.

Key words: *Emotional intelligence and Spiritual value.*

Introduction

Emotional Intelligence

In the overall development of an individual, emotional development forms an important component. Emotions are learnt to be expressed as per social demands. This learning starts from early childhood and continues throughout the life. Adolescence is a crucial stage, where intense emotions are experienced and manifested. The transition from high school to university is a stressful period for most young adults. The students face the task of modifying existing relationship with family and friends. Monitoring and moderating the changes to one's favour and progress is possible with the timely intervention by teachers and parents. On describing the word 'emotion' a lot of people have given their different views. But in the most literal sense, emotion is defined as any agitation or disturbance of mind, passion: any vehement or excited mental state. Emotion refers to a feeling with its distinctive thoughts, psychological states and ranges of propensities to act. The term emotional intelligence has been routed from the social intelligence, which was first coined by E.L.Thorndike in 1920. Emotional quotient (EQ) is used interchangeably with 'Emotional Intelligence'. In the first time Salovey and Mayer (1990) conceptualized the term emotional intelligence that consists of three different categories of adaptive abilities.

Spiritual Values

Spiritual values are the integrative values of human soul consisting of altruistic, humanistic, personal, divine, and affective values leading to spiritual growth of personality. Altruistic values refer to values promoting spiritual growth of personality such as Truthfulness, Kindness, Repentance, Reliance on God, Modesty, Unity, and Charity, and Love. Humanistic values refer to values guiding our system and we get accustomed to judging and behaving with ourselves and others. These values are more useful for promoting humanity such as Sincerity, Justice, Goodness, Forgiveness, Courage, Power, and Wisdom. Personal values are those values which guide an individual to be perfect and get reinforced in personal relationships such as Self-restrain, Selflessness, Steadfastness, Humility, Righteousness, Forbearance, and fortitude. Divine values which help us to love God and are the values for submission to God, such as Piety, and Compassion. The term moral values are used interchangeably in the literature addressing the existence and meaning of values among children however the values mentioned in those studies as moral values and



the values considered as spiritual values in this study are overlapping. In reality, spiritual value is more encompassing terminology to value identification studies.

Need for the Study

The childhood and adolescence are critical windows of opportunity for setting down the essential habits that will govern our lives. Deficiencies in cognitive and emotional intelligences heighten a spectrum of risks from depression or a life of violence to eating disorders and drug abuse. There are many paths to success in life, and many domains in which other aptitudes are rewarded. People who are emotionally adept are at an advantage in any domain of life. Boys and girls in our Indian Culture differ in occurring skills and experience through the opportunities provided to them in the families and societies. The preferences given to boys and girls differ. Hence there arises a chance for them to develop cognitive and emotional intelligence in a different way in the lifetime. The transition from high school to higher education is a stressful experience for most students. Many serious decisions pertaining to selection of the course of study, the career, the life partner, the life style and the life goals can be taken up with the help of successful regulation of emotion and dealing with them effectively. How best the emotional balance and emotional management are gained is an important topic of study by educational researchers. These factors prompted the investigator to find the status of emotional intelligence and Spiritual Value of students.

Objectives of the Study

To study the nature of relationship between emotional intelligence and Spiritual Value of B.Ed. college students.

Hypotheses of the Study

There is positive relation between emotional intelligence and Spiritual Value of B.Ed. college students.

Sample

Random sampling technique was used in the selection of the sample of 358 B.Ed college students. Six high schools were taken from Thiruvannamalai Taluk. Then from each of these six schools, after having arranged the IX standard students in the alphabetical order, every fourth student was chosen to constitute the sample. Thus from these six schools 358 students were selected as the sample.

Tools

Emotional intelligence scale constructed and standardized by Ankool Kyde and Sanjot Pethe (2001) and the investigator used a tool – Spiritual Value scale was constructed and standardize by Williams (1999).

Results

Table - 1
Correlation Co efficient between Emotional Intelligence and Spiritual Value

Variables	N	'r' value	Remark
Emotional Intelligence	358	0.171	Significant
Spiritual Value			

Conclusion

The present investigation has yielded many results that are bound to add to the volume of knowledge already present in this field of investigation.

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A STUDY ON MORAL JUDGMENT OF B.ED. TEACHER TRAINERS

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Abstract

The present study is designed to understand the social adjustments and their achievement in Arts and Science of college students. The sample consisted of 265 B.Ed., Teacher Trainers who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were moral judgment of B.Ed., teacher trainers. Data were collected from Thiruvannamalai district. The investigator has employed the research tool namely Moral Judgement –T. Sharmila (2015) for the present investigation. The correlation co efficient result shows that there is a positive relationship between moral judgment of B.Ed., Teacher Trainers

Key words: Moral judgment and Teacher trainers.

Introduction

Moral Judgement

Moral judgement is the main cognitive factor in moral consciousness. It involves intuition of moral standard by reason and comparison of a voluntary action with it. It also involves evaluation of voluntary action of it as right and wrong. The emotional factors include the moral sentiments and moral judgements are followed by moral sentiments and not vice versa. Moral obligation is the main cognitive factor of moral consciousness and moral judgement involves moral obligation or the sense of duty or oughtness. It involves the moral impulse to do the right action. We feel we are under moral obligations to do what is right and avoid what is wrong.

Need for the Present Study

Moral Judgement is one of the solutions to these kinds of problems as it can help in teaching oneself, handling relationships and helping others to deal better with the unrest in their lives. Researches prove that those who are primarily strong in Moral Judgement are more likely to succeed than those who are strong in either relevant previous experience or Moral Judgement. Work is about people, relationships and stress. Hence, it is important to acknowledge that feelings exist and need to be dealt with. That is the role of Moral Judgement. Regularly institution spend a lot of effort on the intellectual aspects of work i.e., students are hired for their academic degrees, credentials, and experience. Many of them are then trained in special business skills, mentored in technical areas or even sent to workshops to improve their abilities to make presentations, write letter etc. However, coaching employees in the “people” element, also known as “soft” skills, is one area that has been relatively ignored. Incapability to satisfy parents' high expectation in studies as well as the working goal increases the stress in the B.Ed Teacher Trainers sometimes leading to moral judgement. Understanding how the self control increase the peer pressure of students can enlighten parents and teachers in dealing with the pressing problem. Another way of dealing with peer pressure could be by strengthening the resources in B.Ed Teacher Trainers and help them to set realistic aspirations. Exploring the influence of self control on B.Ed Teacher Trainers peer pressure can throw light on the dynamics of moral judgement.

A few empirical studies have been published, that investigate the moral judgement, peer pressure and self control of B.Ed Teacher Trainers. The research outlined in this study attempted to identify and



understand the moral judgement, peer pressure and self control levels of B.Ed Teacher Trainers. An effort was made to identify the differences between the level of moral judgement, peer pressure and self control and selected independent variables, such as gender type of management, location of school, nature of school, type of family, community and birth order at B.Ed Teacher Trainers of moral judgement.

Morality is the conformity to the moral code of the social group. It is the internalization of a set of virtues, ideas and values sanctioned by the society which become an integral part of the individual self through the process of development. It is considered as a sum total of an individual's way of behaving which is judged in terms of ethical rightness or wrongness. Hence the ability to make moral judgement plays an important facet of the total development of the child. Moral judgement involves the cognitive capacity and insight to the relationship between an principle and concrete case and judge the situation as right or wrong keeping in view the knowledge of moral standards. It is the byproduct of Childs general social experience which enables him to evaluate worthiness or unworthiness of an action as good or bad.

The present study is focused on the "Moral Judgement of B.Ed Teacher Trainers in relation to peer pressure and self – control". It is alleged that the students suffer a lot due to lack of facilities shown elsewhere.

Objectives of the Present Study

1. To find out if there is any significant difference between moral judgement of B.Ed Teacher Trainers based on gender.
2. To find out if there is any significant difference between moral judgement of B.Ed Teacher Trainers based on their type of management.

Hypotheses of the Study

1. Students do not significantly differ in their moral judgement on the basis of gender.
2. Students do not significantly differ in their moral judgement on the basis of marital status.

Method of Study

There are different methods of educational research. The most commonly used, appropriate and scientific method, is known as descriptive research or normative research. In this method, the data related to the problems is collected from a large sample. This method helps to examine and analyze the various factors related to the problem with a view to arriving at certain conclusions and generalizations. The present study has been conducted by using descriptive survey method.

Sample

Random sampling technique was used in the selection of the sample of 265 B.Ed Teacher Trainers. 265 B.Ed Teacher Trainers were selected from different schools located in Thiruvannamalai district. The details of the sub-samples are given in chapter III of this study.

Tools Used in the Study

In order to collect the necessary data to achieve the objectives of the study the psychological tools mentioned below were used. Moral Judgement –T. Sharmila (2015)

Results

Hypothesis 1: B.Ed., Teacher Trainers do not significantly differ in their moral judgement on the basis of gender.

Table - 1

Showing Mean, SD and t-test for B.Ed., Teacher Trainers moral judgement on the basis of gender.

Gender	N	Mean	SD	t-value	LS
Male	132	49.21	26.81	0.44	Not significant
Female	133	48.20	26.45		

From the above 't' table it is formed that males and females have got 49.21 and 48.20 as mean scores. And they also got 26.81 and 26.45 as standard deviation scores. The calculated 't' value is 0.44. This 't' value is 1.96 less than the table value thus the calculated 't' value (0.44) is not at significant level which confirms that there is no significant difference in B.Ed., Teacher Trainers in moral judgement on the basis of Gender. Hence the stated hypothesis is accepted. To sum up Males and females do not in moral judgement.

Hypothesis 2: B.Ed., Teacher Trainers do not significantly differ in their moral judgement on the basis of Marital status.

Table 2

Showing Mean, SD and t-test for B.Ed., Teacher Trainers moral judgement on the basis of Marital status.

Marital status	N	Mean	SD	t-value	LS
Married	123	52.00	26.78	3.67	0.01
Unmarried	142	43.70	25.71		

From the above 't' table it is found that Married and Unmarried B.Ed Teacher Trainers have got 52.00 and 43.70 as mean scores. And they also got 26.78 and 25.71 as standard deviation scores. The calculated 't' value is 1.96 more than the table value at the 0.01 level. Thus the calculated 't' value (3.67) is significant at 0.01 level which confirms that there is a significant difference in B.Ed., Teacher Trainers moral judgement on the basis of the Marital status. Hence the stated hypothesis is rejected. To sum up the Married and Unmarried B.Ed Teacher Trainers differ significantly in moral judgement.

Conclusion

The present investigation aimed at to measure the B.Ed., Teacher Trainers moral judgement of B.Ed., Teacher Trainers of Thiruvannamalai district. The findings of the study revealed that moral judgement of B.Ed., Teacher Trainers in high level. The results concluded that the level of moral judgement among the B.Ed., Teacher Trainers in relation to certain sub samples are also high. Thus the present investigation has yielded many results that are bound to add to the volume of knowledge already present in the field of investigation.

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PERSONALITY AND ADJUSTMENT OF B.ED. COLLEGE STUDENTS

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Abstract

The present study is designed to understand the personality and adjustment. The sample consisted of 250 B.Ed., college students who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were personality and adjustment Data were collected from Thiruvannamali district. The Adjustment inventory by Sinha and Singh and Multiphase Personality Questionnaire by H.N.Murthy. The correlation co efficient result shows that there is a positive relationship between students personality and adjustment.

Key words: Personality and Adjustment.

Introduction

Personality

Woodworth (1958) defines personality as the total quality of an individual's behavior as it is revealed in his habits of thought and expression, his attitudes and interest, his manner of acting and his personal philosophy of life. Hilgard defines personality, as the configuration of individual characteristics and ways of behaving which describes as individuals unique adjustment to his environment. Freedom (1918) defines personality as the product of the dynamic and characteristic organization within the individual of psycho-biological structures or systems and their interaction with the environment". An often quoted definition of personality calls it the dynamic organization within the individual of those psycho-physical systems that determine his unique adjustment to his environment. Allport, (1937). Developing further, he proposed that trait model of personality for the first time.

Adjustment

The word "adjustment" came into popular use in psychology during the 1930s. The concept of adaptation was originally used in biology. Adaptation referred to the biological structures and processes that facilitated the survival of species. The concept of personality adjustment involves several psychological processes which may be stated as the mechanism of adjustment. According to Sarasan (1970), Sigmund Freud was able to explain the processes of adjustment when he found the psychoanalysis. In his work" interpretation of dreams "Freud had explained some of the processes like repression, projection, displacement and identification. During the year 1905 he added fixation, regression and reaction formation which explain the theory of sex. Writers from Gestalt school of psychology have pointed out that man not only adapts to his environment, but through the use of his intelligence and his imagination changes his environment to meet his needs more effectively. In the year 1906, Heymans and Wierama (1971) developed a list of symptoms concerned with problems of adjustment., The list was revised by Hoeh and Amaden (1971) in the year 1913 and later by Wells (1971) in 1914.

Objectives of the Study

To find out the significant relationship between Adjustment and personality disorders of B.Ed College Students in Thiruvannamalai District



Hypotheses of the Study

There is no significant relation between adjustment and personality disorders of B.Ed College Students in Thiruvannamalai District.

Tools and Techniques

To test the hypotheses the following tools have been used.

- Adjustment inventory by Sinha and Singh
- Multiphasic Personality Questionnaire by H.N.Murthy

Method of the Study

Normative survey method is used for collecting the data for the present investigation.

Sample of the Study

The Simple random sampling Techniques were used in the study. The sample was limited to 300 students of B.Ed. college students. The students are selected from the B.Ed., college situated in Thiruvannamalai District.

Results

Hypothesis - 1

There is no significant relation between adjustment and personality disorders of B.Ed College Students in Thiruvannamalai District.

Table - 1
Showing Correlation Co-efficient of Personality disorders and Adjustment of B.Ed College Students in Thiruvannamalai District

Type of Personality	Adjustment	L.S.
Paranoid	0.098	N S
Depression	0.028	N S
Manic	0.111	N S
Anxiety	0.084	N S
Schizophrenia	-0.074	N S
Hysteric	-0.045	N S
Psychopathic	0.036	N S

From the above table-1 it is observed that the computed correlation coefficient between Personality Disorders and adjustment show no relationship. From this it is concluded adjustment may not show any significant relationship with the various types of Personality Disorders.

Conclusion

The purpose of the present investigation was to study Personality Disorders and Adjustment among B.Ed College Students in Thiruvannamalai District. The study is useful in the field of education and findings of the study can serve as a database for further research.

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A STUDY ON TECHNOLOGY LITERACY OF B.ED STUDENTS

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Abstract

The present study is designed to a study on Technology Literacy of B.Ed., students. The sample consisted of the present study consists of 300 samples from Sri Renugambal and Sri Ramajayam college from Thiruvannmalai district in Tamilnadu. The sum forms a representative sample of the total population. Data were collected from Thiruvannmalai. The present investigation the researcher has chosen the following tool Technology Literacy scale (Rajasekar. S, 2009) records.

Key words: Technology Literacy and Students.

Introduction

The use of the Internet among B.Ed., students has greatly expanded. No aspect of student life is unaffected by the use of the Internet (the world's biggest library). The internet is one of the most effective methods of communication. It is a cost effective and fast tool for health and medical education systems, providing many important applications, tools, sources of up-to-date information, and online databases. Moreover, the use of the Internet provides an efficient way to access online textbooks, journals, seminars and conferences. This use of the Internet encourages the integration of technology into the 21st-century classroom. Technology helps educators meet their students' expectations and abilities. The use of technology creates new opportunities for students to succeed and impacts their future careers.

Statement of the Problem

The problem under taken by the investigator is entitled "A study on Technology Literacy of B.Ed., students".

Objectives of the Study

To study the level of Technology Literacy among B.Ed., students.

Hypotheses of the Study

The level of B.Ed., students Technology Literacy is high

Method of the Study

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time. It is interested in knowing something about the whole population. The present investigation aims to bring the present status of B.Ed., college student's Technology Literacy.

Sample of the Study

The present study consists of 300 samples from Sri Renugambal and Sri Ramajayam College from Thiruvannmalai district in Tamilnadu. The sum forms a representative sample of the total population. Due proportionate weightage was given to gender, age, type of college, experience and level of teaching.

Tools Used

The data are necessary for carrying out research investigation must be collected with the aid of special instruments or devices. The successful research represents on proper selection of tools. For the



present investigation the researcher has chosen the following tool Technology Literacy scale (Rajasekar.S, 2009).

Descriptive Analysis

B.Ed., Students Technology Literacy

One of the important objectives of the present investigation is to study the level of B.Ed., students Technology Literacy. For that, the investigator used a tool prepared by S.Rajasekar. Maximum score for this tool is 150 and minimum is 30. Hence, one secures a score 30-40 indicates highly unfavourable attitude, 41-65 indicates unfavourable attitude, 66-115 indicates neutral attitude, 116-140 indicates favourable attitude and 141-150 indicates highly favourable attitude. The computed values of entire sample and its sub-samples were given in the Table1.

Table - 1
The mean and Standard Deviation Scores of B.Ed., Students Technology Literacy

Variables	N	Mean	S.D
Entire sample	300	103.35	12.62
Gender	Male	100.30	11.81
	Female	107.30	12.57
Qualification	Under graduate	103.64	11.44
	Post graduate	103.23	13.53
Locality of the College	Rural	103.42	11.23
	Urban	103.33	14.15
Type of college	Private	104.79	11.54
	Government	102.78	13.01
Type of family	Nuclear family	102.12	12.12
	Joint family	104.82	13.03
Religion	Hindu	109.33	11.05
	Christian	103.03	12.80
	Muslim	101.67	12.47

Entire Sample

It is evident from the Table 1, the calculated mean score of entire sample was 103.3 and the standard deviation value is 12.67 which indicate that the B.Ed., students have neutral Technology Literacy.

Gender

The mean score of male and female B.Ed., students attitude towards the Technology Literacy are found to be 100.30 and 107.30 respectively. These mean scores indicate that both male and female B.Ed., students have neutral Technology Literacy.

Qualification

The mean attitude score of graduate and post graduate B.Ed., students towards the use of new technology are found to be 103.64 and 103.23 respectively. These mean scores indicate that graduate and post graduate B.Ed., students have neutral Technology Literacy

Locality of the College

The mean score of rural and urban college teacher's attitude towards the Technology Literacy are found to be 103.42 and 103.33 respectively. These mean scores indicate that both rural and urban B.Ed., students have neutral Technology Literacy.

Type of college

The mean score of government and private college teacher's attitude towards the Technology Literacy are found to be 104.79 and 102.78 respectively. These mean scores indicate that both government and private college B.Ed., students have neutral Technology Literacy.

Type of family

The mean score of Nuclear family and Joint family are found to be 102.12 and 104.82 respectively. These mean scores indicate that both nuclear family and joint family college B.Ed., students have neutral Technology Literacy.

Religion

The mean Technology Literacy scores of college students who have Hindu, Christian and Muslim of religion are found to be 109.33, 103.03 and 101.67 respectively. These mean scores indicate that B.Ed., students who have different religion have neutral utilization towards the use of new technology.

Important Findings

The hypotheses formulated at the beginning of the study have been examined in the light of the data gathered. The following are the main findings of the present investigation. B.Ed., students have neutral Technology Literacy (103.3).

Conclusion

The present study is conducted on B.Ed., students utilization of technologies in teaching. The findings of the present study revealed that the B.Ed., students have neutral Technology Literacy. Therefore, the authorities and government should find suitable measures to improve the interest of B.Ed., students in teaching and the application of innovative technologies in Teaching Learning Process.

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A STUDY ON KNOWLEDGE AND UTILIZATION OF E-RESOURCES AMONG THE ENGINEERING COLLEGE STUDENTS

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Abstract

The present study is designed to understand the A study on knowledge and utilization of e-resources among the engineering college students. The sample consisted of 200 Engineering college students who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were knowledge and utilization of e-resources. Data were collected from Thiruvannamalai district. The researcher used E-Resources Utilization and Knowledge scale- constructed by the Investigator. The result concluded that students have average reading comprehension of IX standard students in Thiruvannamalai district. The present study made on Knowledge and Utilization of E- Resources among Engineering College Students of Thiruvannamalai district". It is concluded that there is significant relationship between the mean Knowledge and Utilization of E- Resources scores of Engineering College Students.

Key words: *Knowledge and Utilization of e-resources.*

Introduction

The birth of the e-Resources is an interesting place to start. A good starting point for any study is to find a definition we can work with for the remainder of this article; however, the electronic Resources, or e-Resources, or even e-Resources, as it is becoming popularly known, proves elusive in the major reference dictionaries. In my information literacy teaching at the University of Leeds I generally focus on the wide-ranging definition offered by the Colorado Alliance of Research Libraries:

"Electronic serials may be defined very broadly as any Resources, magazine, e-zine, webzine, newsletter, or type of electronic serial publication which is available over the Internet. Within this broad definition, the titles can be electronically accessed using different technologies such as the World Wide Web (WWW), gopher, ftp, telnet, email, or listserv."

Need and Significance of the Study

"Currently, the use of e-Resources appears to be in its momentum stage; changing the styles, and patterns of communication at macro, as well as micro level. The assertion that E- Resources "can provide ways for people to interact both within and outside the spatial bounds of the event" is supported by some international events, like London Riots (2011), change of Libyan and Egyptian Rule (2011) etc. Such media acts as a vehicle for disseminating critical information and promoting access to the information. The users' trend seems to be increasing and embracing E- Resources for communication and academic purpose. However, the pace of using E- Resources sites appears to be different in different countries and among various user communities. E- Resources seems to have a greater impact on education; particularly, higher education by creating and promoting virtual learning environments for augmenting distributed learning. Learners thus formulate their virtual communities and interact freely with each other. They can exchange their learning experiences, research findings and academic opportunities. Keeping in view the ever increasing use of E- Resources by academicians and learners, it seems appropriate to realize the prediction of Armstrong & Franklin (p.27) that "Universities will lose their privileged role as a primary producer of



knowledge, and gatekeeper to it, as knowledge becomes more widely accessible through other sources and is produced by more people in more ways" in its true sense. The use and benefits of E- Resources particularly for academic gains appears to be an area of interest for many researchers in education and social sciences. Different researchers have addressed different areas of using E- Resources at various academic and social levels. Hence, the investigator decided to take this study to know the Knowledge and Utilization of E- Resources among Engineering College Students in Thiruvannamalai district.

Statement of the Problem

The study taken by the investigator can be stated as "A study on Knowledge and Utilization of E- Resources among the Engineering College Students".

Objectives of the Study

To find out any relationship between the mean Knowledge and Utilization of E- Resources in demographic scores of Engineering College Students

Hypotheses of the Study

There is no significant relationship between the mean Knowledge and Utilization of E- Resources in demographic scores of Engineering College Students

Method of Study

The present investigation was undertaken by using normative survey method. The survey method gathers data from a large number of cases at a particular time. It is interested in knowing something about the whole population.

Sample of the Study

The present study consists of 200 Engineering College Students in Thiruvannamalai District, Tamil Nadu. The sample was selected by using simple random sampling technique. The sample forms a representative sample of the entire population. Due Proportionate weightage was given to various sub-samples.

Tools Used

E-Resources Utilization and Knowledge scale- constructed by the Investigator.

Results

Table -1

Co-efficient of correlation between Knowledge and Utilization of E- Resources in demographic scores of Engineering College Students.

Variables	Utilization of E- Resources
Gender	.176*
Community	.031
Parental Occupation	.001
Computer Knowledge	.193**
E. mail ID	.168*
Have a Membership	.237**
Awareness of E-Resources	.228**
Most Preferred format for Reading E- Resources	.201**
Frequency use of Periodicals	.189*

* Correlation is significant at the 0.05 level

** Correlation is significant at the 0.01 level

A more detailed analysis has been made by calculating the coefficient of correlation between Knowledge and Utilization of E- Resources of Engineering College Students belonging to different samples. The co-efficient of correlation have also been tested for their Community and Parental Occupation is not significant. The co-efficient of correlation have also been tested for their Gender, Computer Knowledge, E-mail ID, Have a Membership, Awareness of E-Resources, Most Preferred format for Reading E- Resources, Frequency use of Periodicals is positive correlation and significant at 0.01 and 0.05 level. It is concluded that there is significant relationship between the mean Knowledge and Utilization of E- Resources scores of Engineering College Students.

Conclusion

The present study made on Knowledge and Utilization of E- Resources among Engineering College Students of Thiruvannamalai district". Hence activities are to be included in higher educational curriculum to increase E-Resources awareness and utilization. More researches are to be conducted in this field to increase cautious and useful Knowledge and Utilization of E- Resources. The result concluded that the correlation have also been tested for their Gender, Computer Knowledge, E-mail ID, Have a Membership, Awareness of E-Resources, Most Preferred format for Reading E- Resources, Frequency use of Periodicals is positive correlation and significant at 0.01 and 0.05 level. It is concluded that there is significant relationship between the mean Knowledge and Utilization of E- Resources scores of Engineering College Students.

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A STUDY ON LEVEL OF ASPIRATION OF COLLEGE STUDENTS

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Abstract

The present study is designed to understand the Level of aspiration. The sample consisted of 200 college students who were selected on the basis of descriptive analysis, simple random techniques is used in the study. The variables included were level of aspiration Data were collected from Thiruvannamalai district. The aspiration questionnaire developed by Level of Aspiration questionnaire has been used in the present investigation. It was developed by L.D. Rabindradosh, It is a standardized tool. The purpose of the present study is to investigate the its effect on level of aspiration among College students in Thiruvannamalai District.

Key words: Level of aspiration and Students.

Introduction

Level of aspiration is an intrinsic motivational variable. It is nothing but “the need to meet one’s own expectations”. Every individual has certain goals. In many cases, these goals are of the immediate type which he reasonably expects to meet. Other goals will be of a long range variety and attainment may be less sure. The success of an individual has in reaching goals probably influences the further goals he sets. Thus kolinsky writes “one’s level of aspiration pertains to the goals he. sets for himself, the amount and quality of work he can do end is willing to try to do”,. Frank defines Level of aspiration as “the level of future performance in a familiar task which an individual, knowing his level of pals performance in the task, explicitly undertakes to reach”.

F.Hoppe defines level of aspiration as “the degree of accomplishment consciously striving after by an individual”. Level of aspiration may be defined as a point of an individual’s scale of the utility of his goals. Generally normal people set their level of aspiration little above their present Several of performance, raise it after success and lower a little after experiencing failure. Abnormal people and people dominated with excessive fear of failure set their feature goals either unrealistically too high or too low. In the classroom students establish expectation which may affect performance. Certainly, success or failure in performance appears to determine the expectation set. Level of aspiration is set informally by the student and formally by the teacher. Teacher should help the students to set their goals which are neither too high nor too low, but realistic enough to be attainable.

Need and Significance of the Study

Need is the fundamental to all round developed of human potential-material and spiritual. The teacher occupies a very important place in society because he brings about the light of civilization burning bright. The teacher must possess and practice the various qualities of leadership to perform his duty effectively. The leadership quality influences the level of aspiration. Aspirational studies help the students to set future goals properly and systematically.

Method of Study

In order to realize the above said objective normative survey method was adopted. A normative survey method study describes and interprets what exists at present. These are concerned with existing



conditions or relations, prevailing practices, beliefs and attitudes etc. such investigations are termed in research literature as descriptive survey or normative survey.

Statement of the Problem

The problem selected for the study is as follows: "A study on level of aspiration of college students"

Objectives

To assess the Level of College Students.

Hypotheses

The level of aspiration of College students are high.

Design of the Study

"A research design is the arrangement of condition for selection and analysis of data in a manner that aims to combines relevance of the research purpose with economy in procedure". In this present study adopted sample research survey design to "A study on level of aspiration of college students".

Tools Used for the Study

Level of Aspiration questionnaire has been used in the present investigation. It was developed by L.D. Rabindradosh, formerly Principal and Secretary, Meston College of Education, Chennai. It is a standardized tool.

Population and Sample

The term students refers to the universal phenomenon, but in these study students refers to College students only. In the present study, the investigator selected College students in Thiruvannamalai District as the population of the study.

Results and Interpretations

Hypothesis - 1: The level of aspiration of College students are high.

Table - 1

Showing the Mean and standard deviation of the total and sub sample scores based on the demographic variables

Group	N	Mean	SD
Male	21	24.10	5.718
Female	75	26.79	6.054
Low	48	26.19	6.683
High	48	26.21	5.437
<=54	48	26.15	5.864
>=55	48	26.25	6.306
No	67	25.82	6.478
Yes	29	27.07	4.942
Arts	43	26.72	5.877
Science	53	25.77	6.222
No	68	26.24	5.859
Yes	28	26.11	6.624
Rural	65	26.09	6.482
Urban	31	26.42	5.143

Conclusion

The purpose of the present study is to investigate the its effect on level of aspiration among College students in Thiruvannamalai District. In order to be a successful person in life are essential. Only a good

leader can attract and motivate their subordinates and make them to work co-operatively to achieve the common goals. A college student should be a leader in their classroom. The findings of this study may serve as a data base for the further research.

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A STUDY OF HIGH SCHOOL STUDENTS MENTAL HEALTH AND ITS RELATIONSHIP WITH ACHIEVEMENT IN MATHEMATICS

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Abstract

The present study is designed to understand the A study of high school students' mental health and its relationship with achievement in mathematics. The sample consisted of 284 high school students' who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were mental health and achievement in mathematics. Data were collected from Thiruvannamalai district. The mental health questionnaire developed by Trier Personality Inventory (TPI) and achievement in mathematics scores from half yearly marks in school records has been used in the present investigator. The present study result found that there is high significant relationship between mental health and achievement in mathematics.

Key words: *Mental health and Achievement in mathematics.*

Introduction

Mental Health

Mental health goes beyond absence of mental illness. On the positive side, it includes these facets: efficient productivity; buoyant satisfaction of basic motives; a self-concept of competence and integrity; sustained, flexible, and integrated mobilization of resources under stress; and commitment with others to social goals. The mental health is a state of successful performance of mental function, resulting in productive activities, fulfilling relationships with other people, and the ability to adapt to change and to cope with adversity. Mentally healthy children and youth learn a problem-solving approach to life's problems. They accept their responsibilities, made their own decisions, plan ahead, set realistic goals for themselves, and do the best they can in the problem situations they encounter or create. They become efficient in learning and problem-solving strategies. The constructive productivity of healthy persons rests, on motivation at the self-actualization level, on satisfaction of cognitive, self-expressive, self-enhancement, and affinitive needs. On a firm base of acceptance, affection, and esteem in the groups to which they belong, healthy children take delight in projects, which satisfy their interest and express their talents. Although mentally healthy persons often conform comfortably in independent group patterns, they have self-concept of competence and esteem which give them the confidence they need for initiative, independence, and responsibility an creative work.

Achievement in Mathematics

Achievement in Mathematics has been studied in relation to a number of variables, both cognitive and effective. Studied in the past decade have confirmed that intelligence and socio – economic background are major contributors to achievement in Mathematics. Factors responsible for poor achievement or failure have also caught the attention of researchers found. Language mastery was an important factor in the acquisition of concepts in Mathematics and the conservation of number and substance in relation to intelligence and SES, were also found significant and positive relationship. Reasoning power, space visualizations, attitude towards Mathematics were found significantly related to Mathematics achievement. Apart from SES and intelligence, variable like teacher's qualifications, class size, encouragement to teacher



by the head, use of audio-visual aids, and feedback were found significantly related to acquisition of mathematical concepts. High intelligence, numerical ability, abstract reasoning high creativity and adjustment were some of the characteristics of mathematically gifted children. Aptitude for Mathematics and achievement in Mathematics were significantly and positively related to mathematical creativity.

Need for the Present Study

The technological advancement, economical and environmental pressures influence the modern society. In a pressureful society, it is obvious that every one at all times is confronts with needs and problems. Therefore everyone must acquire adequate need satisfying or problem-solving behaviour unless he is compatible with the social order and instead of solving his problems may aggravate him or her. Some problems are complicated and call for sustained efforts for adequate adjustment. In the competitive world the quality of academic performance is the key factor for personal progress. It has become the only criteria for the determinant of academic quality of a person. The future of an individual depends to a very great extent on his/her academic achievement to be able to secure a good job and enjoy social status. Life in general and for a student in particular has become highly competitive. The two years of high school has become very crucial since these two years shape the entire future of a student. Educationists, teachers and parents are all equally concerned about problems of academic achievement. The increasing number of low achievers has made them really anxious and research in their direction has made it clear that a student deficiency or lack achievement is not due to single factor but due to contribution of factors. Mental health is a psychological well-being that includes both subjective comfort and the capacity to function effectively with others. Only a mentally healthy student can keep adequate contact with every day world of reality in which we should be able to empathize with other and the ability to rise above our personal need. Learning is not the activity of single functions, but is bound up with total personality of the learner's mental health and hence it is essential to learning process as intelligence. Next to family, it is the school, which is the most powerful factor to develop mental health of school children. Further the students of high school belong to adolescent stage, which is a stage of stress and strain. In this period they must be properly guided and counseled or else problems of adjustment may arise. If the adolescents were properly guided they would not only prove to be successful individuals but also become useful citizens of the country.

As a Mathematics teacher, the investigator felt that mental health might have a direct influence upon academic achievement especially in Mathematics achievement in this subject. It is observed that students who are very much worried in examinations, score low marks. It is also seen that even through they study well, due to their tensions and nervous behaviors they are not able to write the examinations properly. Most of the low achievers have no regularity of habits, they show withdrawing tendencies, they have feeling of insecurity, they show various types of nervous symptoms etc. These factors led the investigator to carry out a study to find out a study of high school students mental health and its relationship with achievement in mathematics.

Method of Study

In order to realize the above said objective normative survey method was adopted. A normative survey method study describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. such investigations are termed in research literature as descriptive survey or normative survey.

Objectives

To find out the significant relationship between Mental health and Achievement in Mathematics among high school students

Hypotheses

There is no significant relationship between Mental health and Achievement in Mathematics among high school students

Location of the Study

The present study was conducted in Thiruvannamalai District, which belongs to the school Thiruvannamalai educational district. For the present study 7 schools were selected, 4 aided schools and 4 government schools.

Sample of the Study

Random sampling technique. Out of these 7 school, 4 schools are aided schools and the remaining 3 schools are government schools. In total all the 284 IX standard Mathematics students studying in the seven schools under English medium were selected for the present study.

Tools Used in the Study

The present study is an attempt to investigate the relationship between mental health and achievement in Mathematics of high school students. The following tools were used for the present study.

Results

Correlation is the relationship between two or more paired variables or two or more sets of data. The degree of relationship between two variables can be measured and represented by the co – efficient of correlation.

Mental Health and Achievement in Mathematics – Whole Sample

In order to know the relationship between the variables namely mental health and achievement in mathematics the correlation technique was used. To find out the strength of relationship between the two variables, test scores of the subjects were analyzed using the method of pearson's product-moment correlation. The result is presented in table 1

Table - 1

Value of Correlation Co-efficient for Mental Health and Achievement in Mathematics – Whole Sample

Variables	N	r	Level of significant 0.01
Mental health	284	0.324	Significant
Achievement in Mathematics			

It is clear from the table 4.19 that the 'r' value obtained is 0.324, which is higher than the table value at 0.01 levels of significance. Therefore, the null hypothesis is rejected and the research hypothesis is accepted. Thus it is found that there is high significant relationship between mental health and achievement in mathematics.

Conclusion

It is found that mental health and achievement are highly correlated. Therefore it cab be inferred that mental health directly contributes to achievement in Mathematics. Mathematics is a subject containing a number of terms, symbols, equations, principles etc. A regular study habit is necessary for the learning of this subject For this good mental health in needed.

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A STUDY ON MULTIPLE INTELLIGENCE OF STUDENTS TEACHERS

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Abstract

The present study is designed to understand the study on multiple intelligence of students teachers. The sample consisted of 200 students teachers who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were multiple intelligence Data were collected from Thiruvannamalai district. The multiple intelligence questionnaire developed by Menair (2001) has been used in the present investigator. The present study result shows that the level of multiple intelligence of students teachers in Verbal linguistic intelligence, Visual spatial intelligence, Bodily kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, Logical mathematical intelligence, Musical rhythmic intelligence, Naturalistic intelligence, Existentialistic intelligence are low.

Key words: Multiple intelligence and Students teachers.

Introduction

Multiple intelligences was proposed by Howard Gardner in his 1983 book Frames of Mind: The Theory of Multiple Intelligences as a model of intelligence that differentiates it into specific (primarily sensory) "modalities", rather than seeing it as dominated by a single general ability. Intelligence tests and psychometrics have generally found high correlations between different aspects of intelligence, rather than the low correlations which Gardner's theory predicts, supporting the prevailing theory of general intelligence rather than multiple intelligences (MI). The theory has been widely criticized by mainstream psychology for its lack of empirical evidence, and its dependence on subjective judgement.

Need for the Present Study

In our educational system, the teacher is the bridge between the society and the pupils. In modern society the needs the requirements of the people are enlarging and ever changing. When the people needs not fulfilled. There arises a problem. With satisfaction which will be the base for any an productive work. There is a need for sound, human relationship for the success of any organization. The organization success solely depends on the participant's perception, values and peacefulness. The organization must ensure conducive environment to the workers to do their duties perfectly. Particularly an educational institution cannot achieve its goals and objectives unless the teachers are happy with their job. The effectiveness of teaching and success of any educational system depends upon the active involvement of teachers unless a teacher is satisfied with his work, he may not deliver his duties effectively. Hence an attempt has been made in this study to consider multiple intelligence of students teachers in Thiruvannamalai District.

Method of Study

In order to realize the above said objective normative survey method was adopted. A normative survey method study describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. such investigations are termed in research literature as descriptive survey or normative survey.



Objectives of the Study

- To find out whether there is any significant difference between the male and female teachers on their mean Verbal linguistic, Visual spatial, Bodily kinesthetic, Interpersonal, Intrapersonal, Logical mathematical, Musical rhythmic, Naturalistic and Existentialistic intelligence scores.

Hypotheses

- There is no significant difference between the male and female teachers on their mean Verbal linguistic, Visual spatial, Bodily kinesthetic, Interpersonal, Intrapersonal, Logical mathematical, Musical rhythmic, Naturalistic and Existentialistic intelligence scores.

Method Adopted in the Study

In order to realize the above said objectives normative survey method is used. Normative survey method studies, describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practiced, beliefs and attitudes etc. investigation are formed in research literature as descriptive survey or Normative survey.

Tool Used for the Study

For the present study investigator used multiple intelligence inventory constructed by Menair (2001). This tool was administered to a sample of 200 students teachers working at in Thiruvannamalai District.

Sample of the Study

200 students teachers in the Thiruvannamalai District are selected by using Radom sampling technique. The distribution of the sample of 200 students teachers is given in the form of diagrams.

Results

Table - 1

Comparison of Multiple Intelligence between Students - Teachers with regard to Gender

Multiple Intelligence	Gender	N	Mean	SD	t- Value	Level of Significance
Verbal linguistic intelligence	Male	99	48.01	11.72	0.436	Not Significant
	Female	101	48.74	12.03		
Visual spatial intelligence	Male	99	47.01	10.28	0.395	Not Significant
	Female	101	47.63	11.97		
Bodily kinesthetic intelligence	Male	99	48.73	11.70	0.677	Not Significant
	Female	101	49.83	11.13		
Interpersonal intelligence	Male	99	48.34	11.11	0.262	Not Significant
	Female	101	48.77	11.98		
Intrapersonal intelligence	Male	99	47.28	11.48	1.034	Not Significant
	Female	101	50.66	30.72		
Logical mathematical	Male	99	48.70	11.86	0.177	Not Significant
	Female	101	49.00	11.54		
Musical rhythmic	Male	99	48.96	10.91	1.021	Not Significant
	Female	101	47.35	11.29		
Naturalistic	Male	99	48.16	10.92	0.139	Not Significant
	Female	101	48.37	10.83		
Existentialistic	Male	99	47.38	12.41	1.079	Not Significant
	Female	101	49.24	11.99		

The details of the calculation are given in the above Table. The 't' value is found to be 0.436, 0.395, 0.677, 0.262, 1.034, 0.177, 1.021, 0.139 and 1.079, which is not significant at the 0.05 level. Therefore the null hypothesis is accepted. It is found that there is no significant difference between the mean Verbal linguistic, Visual spatial, Bodily kinesthetic, Interpersonal, Intrapersonal, Logical mathematical, Musical rhythmic, Naturalistic and Existentialistic intelligence scores of male and female students teachers.

Conclusion

The present study result shows that the level of multiple intelligence of students teachers in Verbal linguistic intelligence, Visual spatial intelligence, Bodily kinesthetic intelligence, Interpersonal intelligence, Intrapersonal intelligence, Logical mathematical intelligence, Musical rhythmic intelligence, Naturalistic intelligence, Existentialistic intelligence are low. These findings reveal that all the students teachers irrespective of their gender have low level of intelligence in the above five areas. There interpreting findings may be the result of educational activities planner and executed by the government of Tamilnadu. The government role in getting 100 percent literacy in Tamilnadu may be reason for the high level support to teacher in the form of salary and other benefits.

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ATTITUDE TOWARDS DEMOCRACY IN RELATION TO RELIGIOUS TOLERANCE OF HIGHER SECONDARY SCHOOLS

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(Received 04th March 2019, Revised 06th March 2019, Accepted 08th March 2019)

Abstract

The present study is designed to understand the attitude towards democracy in relation to religious tolerance of higher secondary schools. The sample consisted of 300 higher secondary school students' who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were attitude towards democracy and religious tolerance. Data were collected from Thiruvannamalai district. The Attitude towards Democracy inventory by Mohan's (2003) and the investigator used a tool religious tolerance scale was constructed and standardize by Williams (1999) has been used in the present study. The present study result found that there is a significant relationship between Attitude towards Democracy and religious tolerance.

Key words: Attitude towards democracy and Religious Tolerance.

Introduction

Attitude towards Democracy

Attitude towards Democracy: The term Attitude towards Democracy is derived from the Greek word *demos* and *kratos*, the former meaning "The people and the latter power". Attitude towards Democracy forms the basis for most of the nations of the western world. It has become the paradigm shift that influenced almost all the aspects of life in the western world and through export in many other countries. There is a crisis of character in our age, which may be attributed not to giving preference to the political ideology of life. Man who's stands highest in the hierarchy of living creatures should possess some meaning beyond mere existence and as he is unique, shapes his own destiny if man wants to shape his own destiny it is only through education. The aspiration of education is to promote a well-balanced personality can strive to promote social, democratic, and national interest. India is a democratic country. Education in our country has to full fill the democratic ideals. Attitude towards Democracy is a way of life.

Religious Tolerance

Religious Tolerance is a long winded title for all religions getting along. It promotes everyone being their own religion and others respecting them for it. When true religious tolerance is practiced everyone knows the religion of others and they respect it and never try to influence their chosen religion on others. It is a time when people see past religion and look only at the true person. Students wonders whether the same diversity could turn out to be supporting religious tolerance, as well. He proposes a way that goes in this direction. Referring to William Alston, he contends that a sense of religious diversity substantially decreases the epistemic justification for engaging in any religious doxastic practice, given that the various religions are on an epistemic par, each of them having its own internal arguments of tradition, authority and experience.

Need and Significance of the Present Study

Attitude towards Democracy is the behavior that permits us to meet the demands of the environment. As an attempt to meet the demands of the environment, individuals either try to change the environment or change their own attitudes. This is achieved by having a wealth of models to imitate so that



they learn many ways of influencing the environment; interpreting experiences in such a way that they perceive solutions to problems which do not arouse negative emotions such as fear and anger; believing in their own abilities to achieve desired reinforcers, being able to regulate their own behavior so that they bring about the desired effects by changing the environment or creating new environment so that reinforcers become available (Spencer & Jeffrey, 1992)."Religious tolerance" has more than one meaning. On this site pupil define it as allowing followers of other religions to follow their spiritual beliefs without oppression or discrimination. Religious tolerance is a fundamental right in a Attitude towards Democracy. Most people believe that religious tolerance, using this definition, is a noble goal, and is vitally necessary for world peace. Of course, no right is absolute. Tolerance may not necessarily extend beyond religious beliefs to include some religious actions -- particularly those that harm or harass others. Others, particularly conservatives in many religions, describe "religious tolerance" differently. Many define it as accepting all religious faiths as being equally true. This is one meaning of the phrase "religious pluralism." Since religions teach different beliefs, this definition of tolerance implies that absolute truth doesn't exist. Most religious conservatives reject these beliefs, and regard their own faith as the only absolutely true belief system. Thus, many conservatives believe that religious tolerance using their definition of the term is evil. Pupils are continually amazed at the differences in definitions of religious terms as used by different faith groups. It makes religious debates and dialogue very difficult. It also makes our work in trying to objectively describe religious beliefs and practices quite challenging.

Statement of the Problem

Attitude towards Democracy is the behavior that permits us to meet the demands of the environment. As an attempt to meet the demands of the environment, individuals either try to change the environment or change their own attitudes. This is achieved by having a wealth of models to imitate so that they learn many ways of influencing the environment; interpreting experiences in such a way that they perceive solutions to problems which do not arouse negative emotions such as fear and anger; believing in their own abilities to achieve desired reinforces, being able to regulate their own behavior so that they bring about the desired effects by changing the environment or creating new environment so that reinforces become available (Spencer & Jeffrey, 1992). So far no study has been carried out by taking the Attitude towards Democracy and religious tolerance at Thiruvannamai District. So the investigator is intended do undertake present study "Attitude towards Democracy in relation to Religious Tolerance of Higher secondary schools".

Objectives of the Study

To find out whether there is any significant relationship between Attitude towards Democracy and religious tolerance among higher secondary students with regard to sub samples

Hypotheses of the Study

There is no significant relationship between religious tolerance and religious tolerance among higher secondary students with regard to sub samples.

Method of Study

The present investigation was undertaken by using normative survey method. The survey method gathers data from a relatively large number of cases at a particular time. It is interested in knowing something about the whole population. The present investigation aims to bring the Attitude towards Attitude towards Democracy in relation to religious tolerance of higher secondary schools.

Location of the Study

The present study was conducted in 6 schools of Thiruvannamalai district of Tamilnadu.

Sample of the Study

The present study consists of 300 sample collected by simple random sample technique from higher secondary schools of Thiruvannamalai district of Tamilnadu. The sum forms a representative sample of the total population. Due proportionate weight age was given to, Gender Community, Religion, Type of school family type and locality.

Tools Used

- Attitude towards Democracy inventory by Mohan's (2003)
- The investigator used a tool – religious tolerance scale was constructed and standardize by Williams (1999).

Results

Table - 1
Coefficient of correlation between Attitude towards Democracy and religious tolerance Higher secondary schools students with regard to sub-samples

S.No	Variable	Sub Sample	Number	r	't' value	level of significance
1	Gender	Male	138	0.130	12.99	Significant
		Female	162	0.137	2.01	
2	Location of the school	Rural	149	0.149	11.99	Significant
		Urban	151	0.120	1.98	
3	Type of Management	Government	137	0.055	20.89	Significant
		Private	163	0.209	9.99	
4	Type of family	Joint family	168	0.091	0.33	Not Significant
		Nuclear family	132	0.138	25.1956	Significant
5	Medium	Tamil	118	0.131	24.1898	Significant
		English	182	0.093	0.56	Not Significant
6	Community	BC	62	0.145	12.19	Significant
		MBC	62	0.122	14.19	
		SC/ST	176	0.142	3.45	
6	Religion	Hindu	163	0.118	2.39	Significant
		Muslim	80	0.294	9.19	
		Christian	57	0.292	2.01	
7	Parents' Education	Uneducated	244	0.132	13.19	Significant
		Educated	56	0.132	16.19	
8	Parents' Occupation	Farmer	257	0.133	18.48	Significant
		Private	43	0.185	2.29	
9	Parents' Income	Below Rs.11,000	198	0.096	14.29	Significant
		Rs.11,001- 50,000	98	0.143	18.39	
		Total	300	0.151	1.99	Significant

From the above table 1 inferred that the Coefficient of correlation between Attitude towards Democracy and religious tolerance. There is a positive significant relationship between Attitude towards Democracy and religious tolerance. It is also observed from the obtained result that the following sub Samples

1. Gender (Male/Female)
2. Location of the school (Rural/Urban)

3. Type of management (Government/Private)
4. Type of family (Nuclear family)
5. Medium (Tamil)
6. Religion (Hindu/Muslim/Christian)
7. Community (BC/MBC/SC/ST)
8. Parents' Education (Uneducated/Educated)
9. Parents' Occupation (Farmer/Private employee)
10. Parents' income (Below Rs.11,000/ Between Rs.11001- Rs. 50,000) are significantly correlated.

But the sub samples

1. Type of family (Nuclear family)
2. Medium (English) are not significantly correlated.

Therefore it is concluded that there is a significant relationship between Attitude towards Democracy and religious tolerance among sub samples, Gender (Male/Female), Location among the school (Rural/Urban), Type of management (Government/Private), Type of family (Joint), Medium (English), Community (BC/MBC/SC/ST), Religion (Hindu/Muslim/ Christian), Parents' Education (Uneducated/Educated), Parents' Occupation (Farmer/private employee) and Parents' income (Below Rs.11,000/ Between Rs.11001- Rs. 50,000) are significantly correlated. But not significant for Type of family (Nuclear) and medium (English) are not significantly correlated.

Conclusion

The present study made on attempt to study the Attitude towards Democracy and religious tolerance of Higher secondary schools students . The findings of the study reveal that the Higher secondary schools students are having average level Attitude towards Democracy and high religious tolerance. The study reveals that there is a significant relationship between Attitude towards Democracy and their religious tolerance of students with respect to their Gender, Location among the school, Type of management, Type of family, Medium, Community, Religion, Parents' Education, Parents' Occupation and Parents' income are significantly correlated. The future teachers must keep in mind that their suitable time and work creates harmonious nation to provide suitable packages for the Attitude towards Democracy and religious tolerance of school students.

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Dear Reader,

It gives me great pleasure in uploading and publishing the March, 2019 Special Issue of the Journal of Contemporary Educational Research and Innovations (JCERI), it deals with contemporary researches in education related to methodology of teaching of various subjects, Correlates of achievements, Psychological and Sociological relations of Education at the level of Schools, Colleges and Universities. The review committee has finalized 17 papers for publication in this issue. Hope these papers will be very useful for many researchers and teachers in the field of Education.

A Study on Self Efficacy of B.Ed. Students Teachers, Thinking Style and Academic Achievement of High School Students, A Study on Stress Tolerance Ability of Higher Secondary School Teachers, A Study on Emotional Competence of Teachers in Self Finance Teacher Education Institutions in Thiruvannamalai Taluk, A Study of Leadership Effectiveness and Knowledge Value of Higher Secondary School Teachers, Teacher Educators Attitude towards Educational Research, A Study on Locus of Control of College Students, A Study on Attitude towards Samacheer Kalivi of High School Teachers, The Impact of Ecological Attitude on the Motivation Level of Adolescence, Leadership Qualities of Higher Secondary Teachers in Relation to their Self Concept, Relationship between Political Knowledge and Social Maturity of Higher Secondary School Teachers, M-Learning Awareness of High School Teachers, Self Efficacy and Academic Achievement of College Students, A Study on Quality of Work Life of School Teachers, A Study on Teaching Interest and Utilization of ICT among Teacher Educators, Study Practice and Academic Achievement of High School Students A Study on Awareness about Human Rights of College Students, written by the Scholars and Teacher Educators have been included in this issue of the journal. I hope, the articles included in this issue would enrich the knowledge of learners and provide a broad base to their research / learning. I am happy and I take this opportunity to thank all the contributors for having provided support through their contributions.



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A STUDY ON SELF EFFICACY OF B.ED. STUDENTS TEACHERS

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Abstract

The present study is designed to understand the A study on self efficacy of B.Ed., students teachers. The sample consisted of 300 B.Ed., students teachers who were selected on the basis of simple random techniques is used in the study. The variables included were self efficacy. Data were collected from Thiruvannamalai district. Self – Efficacy Scale Constructed and Validated by Saileela .K (2012) has been used in the present study. The present study there the level of Self- efficacy in mathematics of student teachers are Moderate level.

Key words: Religious tolerance and Students teachers.

Introduction

Beliefs can be defined as one's subjective knowledge, theories, and conceptions and include whatever one considers as true knowledge, although he or she cannot provide convincing evidence to support it (Pehkonen, 2001). Self-beliefs can be described as one's beliefs regarding personal characteristics and abilities and include dimensions such as self-concept, self-efficacy, and self-esteem.

Self-efficacy is a self- appraised belief concerning one's competence to succeed in a task. It is supported that high self-efficacy functions as incentive for the pursuing of a goal; on the contrary, low self-efficacy functions as barrier that urges to avoiding the goal (Seiferd, 2004). Self-efficacy means that learners will be more \ likely to attempt, to persevere, and to be successful at tasks at which they have a sense of efficacy. When learners fail, this may occur because they lack the skills to succeed or because they have the skills but lack the sense of efficacy to use these skills well.

Need and Importance of the Study

Research conducted between 1980 and the early twenty-first century has uncovered the attitudes, skills, and behaviour that characterize self-regulated learners, and emphasized the important role played by self-regulation skills in achievement. Self-efficacy are key processes that affect students' learning and achievement. Self-efficacy refers to the process whereby students activate and sustain cognitions, behaviours, and affects, which are oriented toward the attainment of goals. It is the method or procedure that learners use to manage and organize their thoughts and convert them into skills used for learning. Consequently, their academic performances are, in part, the result of what they come to believe they have accomplished and can accomplish. Self-efficacy is the self-perceived ability to successfully complete or perform a particular task. For example, when someone is presented with a challenge, such as to solve a problem or learn a new skill, a person with high self-efficacy will expect that they will rise to the occasion and successfully complete the task or learn the new skill. Pintrich's research indicated that there are strong relationships between motivational beliefs and self-regulation strategies use. More specifically, in terms of self-efficacy, the findings showed positive correlations between self-efficacy and self-regulated learning (Pintrich & Garcia, 1991). Students who felt more efficacious with respect to a certain task or course were more likely to report using all type of cognitive strategies to succeed in pursuing the task. It has also been reported that self-efficacy was positively related to self- regulatory strategies use and strongly related to academic performance (Pintrich & De Groot, 1990).



More researches show that Self-efficacy influences academic motivation, learning and achievement (Pajares, 1996). Promoting a 'can do' attitude as much as possible has a remarkable connection with success in mathematics. Compared with students who doubt their learning capabilities, those who feel efficacious for learning or performing a task participates more readily, work harder; persist longer when they encounter difficulties and achievement at higher level.

Someone who has low self-efficacy, or the subjective feeling that a particular task is too difficult, will not be very motivated to engage in the task because they foresee failure. Bandura (1986), assume that self-efficacy is a affecting learning. Also, self-efficacy is one of the most important factors affecting academic achievement and attitude. Students' positive attitude may be related to academic achievement and self-efficacy beliefs. Self-efficacy, specifically mathematics self-efficacy, "can be distinguished from other measures of attitudes toward mathematics in that mathematics self-efficacy is a situational or problem-specific assessment of an individual's confidence in her or his ability to successfully perform or accomplish a particular task or problem" whereas "attitude" is a more global or generalizable view of mathematics (Hacknett & Betz, 1989). Students' positive attitude towards mathematics may be related to academic achievement and self-efficacy beliefs. The students of today are the Youths of tomorrow and future citizens of the country. Therefore, proper development and growth of the students should be ensured even in the earliest age. The positive steps taken in this line ensures a healthy democracy in the country. Thus, there is a need for this study. To put in a nutshell, due to the above said reasons, it has been decided to study the Self-Efficacy of Student teachers in relation to Mathematics.

Statement of the Problem

There have been many initiatives to reform mathematics education for the past few decades. Mathematics education has primarily two purposes: the first one is to understand the nature of mathematical thinking, teaching, and learning; and the second one is to use such knowledge in practice for learning and teaching mathematics. In recent years, educators have become increasingly concerned with students' attempts to manage their own learning and achievement efforts through activities that influence the instigation, direction and persistence of those efforts. Mathematics learning requires more structured, repetitive review of previously learned concepts to a predetermined level of mastery and hence in order to investigate students' learning mathematics, their Self-Efficacy this problem has been selected. The problem selected for the present investigation is, "A study on Self-Efficacy of B.Ed. Student teachers".

Method of Study

In order to realize the above said objective normative survey method was adopted. A normative survey method study describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. such investigations are termed in research literature as descriptive survey or normative survey.

Objectives of the Study

To find out the level of Self-Efficacy among the student teachers in Mathematics.

Hypotheses of the Study

The level of Self-Efficacy in mathematics among the student teachers is high.

Tools Used in the Study

Self – Efficacy Scale Constructed and Validated by Saileela .K (2012).

Sample of the Study

In Thiruvannamalai district 10 higher secondary B.Ed., colleges were selected by lottery method for the final study. Simple random sampling is the sampling technique that was employed for selecting the samples. The sample size was 300.

Results

Table - 1
Mean and SD of all the Variables of the Entire Sample

Variables	Maximum	%	Mean	S.D
Self-efficacy	200	72.10	144.19	23.14

The mean and S.D of the entire sample for the Self-efficacy scale in mathematics were calculated and they are given in Table-1. For the entire sample percentage of Self-efficacy scores are found to be 72.10.

Self-Efficacy of the Sub-Samples

The mean and standard deviation of the student teachers belonging to different sub-samples are computed and the details of calculations are given in Table-2. The mean and standard deviation of Self-efficacy scores of boys are 141.04 & 23.72 and girls are 147.37 & 22.13. The mean of Self-efficacy scores of Girls are greater than the mean Self-efficacy scores of Boys.

Table - 2
Frequency Distribution of Self-Efficacy Scores of the Entire Sample in Mathematics

Class Intervals	Levels		Frequency	%	Descriptive Statistics
Below 121	Low	M- 1σ	57	19.00	Minimum =41 Maximum = 196 Mean = 144.2 S.D = 23.15
122-167	Moderate	Between M- 1σ to M+ 1σ	175	58.33	
Above 168	High	M+ 1σ	68	16.8	
Total			300	100	

Conclusion

The present study there the level of Self- efficacy in mathematics of student teachers are Moderate level. Self-Efficacy of Girls is significantly greater than Boys in mathematics. Self-Efficacy of rural students is significantly greater than urban students in learning Mathematics. Self-Efficacy of boys who belong to rural B.Ed., colleges is significantly greater than boys who belong to urban B.Ed., colleges in Mathematics. Self-Efficacy of girls who belong to urban B.Ed., colleges is significantly greater than girls who belong to rural B.Ed., colleges in Mathematics.

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THINKING STYLE AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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Abstract

The present study is designed to understand the thinking style and academic achievement of high school students. The sample consisted of 400 high school students' who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were thinking style and academic achievement. Data were collected from Thiruvannamalai district. The thinking style questionnaire developed by Styles of learning and thinking (SOLAT) by D.Venkataraman and Torrance (1997) and academic achievement scores from half yearly marks in school records has been used in the present investigator. The present study found that there is a positive significant relationship between achievement in and thinking style at right hemisphere. Also there is a positive significant relationship between achievement in and thinking style at left hemisphere

Key words: Thinking style and Academic achievement.

Introduction

Thinking style

Thinking which is a complex mental activity cannot be easily separated from learning, memorizing and imagining etc. Thinking is an activity concerning ideas. It is a symbolic in character, initiated by a problem or task which the individual in facing involving some trail and error but under the directing influence of that problem and ultimately leading to a conclusion. Thinking starts from with a problem and concludes with its solution. Man assumes supremacy in the creation due to his ability to think. Thinking is special capacity of the mind, which differs from man to man according to their needs, economic status and situation. It helps them to create novel things in their lives. Scientific thinking is purposeful thinking.

Achievement

Dictionary of Education (Good,1959) defines Academic achievement as "The knowledge attained and skill developed in the school subjects which are usually determined by test scores or marks assigned by the teacher or both". Tyler (1964) defines school achievement scores as the best predictive of future success of the students. Freeman (1969), "A test of educational achievement is one that is designed to measure knowledge, understanding or skills in a specified subject". Achievement tests are concerned with quality and quantity of learning attained is that particular subjects.

Need and Significance of the Present Study

Good Academic Achievement brings satisfaction to the individual concerned becomes the means by which the society can advance. The Academic Achievement of a child is now being recognized as precious sources of development and survival of man. This study may also help teachers to understand socio economic students and there by the teachers can conduct guidance and counseling for better social maturity. Many adjustment problems more or less peculiar to the college students contribute to the forces which interfere with achievement. In order to be sure that achievement is really present, one must be able to identify the achievement, a version is experiencing and what he is worried about. Obviously infants and very young children cannot talk about their feelings, but their behaviour in certain situations often makes it



clear that they are indeed anxious. Thus achievement is present in children though they are themselves unable to describe their many problem.

Objectives of the Study

1. To find out the relationship between the achievement and thinking style of (Right Hemisphere).
2. To find out the relationship between achievement and thinking style at left Hemisphere.

Hypotheses of the Study

1. There is a positive significant relationship between achievement and thinking style at (Right Hemisphere)
2. There is a positive significant relationship between the achievement and thinking style at (Left Hemisphere)

Methodology

Design of the Study

A research design in highly essential to study the above facts. Descriptive survey method is employed in the present investigation.

Location of the Study

The present investigation was conducted in the Thiruvannamalai district, in Tamil Nadu.

Sample of the study

The selected sample should enable the researcher to draw meaningful conclusions and generalization so sample must be selected carefully. The sample should be adequate and must be a true representative of the population.

Tools Used in the Study

Thinking styles – Styles of learning and thinking (SOLAT) by D.Venkataraman and Torrance (1997).

Results

Table - 1

Correlation Co-efficient for Achievement and Thinking Style at Left Hemisphere

S.No	Variables	N	'r'	Level of significance
1	Achievement	400	0.130	0.05
2	Thinking style at left hemisphere			

The obtained correlation value 0.130 is found to be greater than the table value of 0.128 for 0.05 level of significance. This indicates that there is significant relationship found between achievement and thinking style at left hemisphere.

Conclusion

The present study found that there is a positive significant relationship between achievement in and thinking style at right hemisphere. Also There is a positive significant relationship between achievement in and thinking style at left hemisphere.

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A STUDY ON STRESS TOLERANCE ABILITY OF HIGHER SECONDARY SCHOOL TEACHERS

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Abstract

The present study is designed to understand the A study on stress tolerance ability of higher secondary school teachers. The sample consisted of 600 higher secondary school teachers who were selected on the basis of differential analysis, simple random techniques is used in the study. The variables included were stress tolerance. Data were collected from Thiruvannamalai district. The Stress tolerance ability scale devised by Kohn & Frazer (1986) has been used in the present investigator. The present study aimed to know the higher secondary school teachers Stress tolerance ability.

Key words: Stress tolerance ability and Teachers .

Introduction

Stress Tolerance Ability Baker (2003) noted that the higher secondary school teachers are faced with many new interpersonal, social, and academic demands during the transition from secondary school life to university, which is stressful for many of them. The immediate challenges that students face are the decisions they have to make about the presented career paths in addition to developing and negotiating new relationships, getting novel ideas that challenge their past-learned views, and moving away from home (Lumley & Provenzano, 2003). Baker further noted that adjustment during the transition period is linked to the way the higher secondary school teachers copes with that stress which affects academic motivation and performance. DeBerard, Spielmans, and Julka (2004) emphasize that the potential buffer for stress during the transition into university life is social support from friends, peers, and religious peers that provide insulation from the harmful impact of stress.

In the academic environment, high expectations, information overload, academic pressure, unrealistic ambitions, limited opportunities, and high competitiveness are some of the common sources of stress that create tension, fear, and anxiety in students (Sinha, Sharma, & Nepal, 2001). In a study by Dahlin, Joneborg, and Runeson (2005), higher secondary school teachers indicated experiencing the highest degree of pressure from studies. Misra, Mckean, West, and Russo (2000) pointed out that students have found the requirement to meet assessment deadlines as a major source of stress. Students report experiencing stress tolerance ability with the greatest sources of stress tolerance ability coming from taking and studying for exams, grade competition, and the large amount of content to master in a small amount of time (Kohn & Frazer, 1986).

Need for the Study

There is an urgent need to find a solution to the problem of stress tolerance ability in higher secondary school teachers. It is one of the major causes of mental health problems in higher secondary school teachers. The reason is that academic achievement is stressful in Indian context. It is stressful for the higher secondary school teachers, the parents as well as the school. It is stressful for the parents because they want their child to enter into professional education in a reputed institution. Since the competition for such institutions is heavy, a very high academic achievement is essential. Even this does not guarantee admission in such institution. Hence the parents are highly stressed and pressurize the higher secondary



school teachers to keep preparing more and more giving less importance to basic needs like sleep, play and also the finer feelings of their wards. This causes high stress among the higher secondary school teachers.

Hence the present study focuses on the “a study on stress tolerance ability of higher secondary school teachers” which can offer solution to the pressing problem of the Indian society. This reveals the gravity of the problem. This can be tackled only with the coordinated efforts of parents and teachers. Parents generally are not aware of the importance of contributing to mental health in the healthy development of higher secondary school teachers. Teachers can try to promote healthy study habits among the students. Both parents and teachers should help higher secondary school teachers in setting realistic educational goals in such a way that the study activities become pleasurable and meaningful.

Objectives of the Study

- To examine the significant differences in the levels of stress tolerance ability of higher secondary school teachers on the basis of gender and type of management.

Hypotheses of the Study

- There is a significant difference in the levels of stress tolerance ability of higher secondary school teachers on the basis of gender and type of management.

Method of the Study

Survey method was employed to collect data for the present study. The psychological tools along with demographic information were pointed and issued to the teachers to give thesis response. The data were collected from the teachers during normal class session. The response were scored according to the scoring procedure and subjected to statistical treatment to test the hypotheses.

Sample and Sampling Technique of the Study

For the present study, the investigator adopted random sampling technique. A sample of 600 higher secondary school teachers was selected by using random sampling technique from 13 schools belonging to Thiruvannamalai District only. The flowchart shows the selection of the sample.

Tools Used in the Study

The following tools were employed for the present study Stress tolerance ability scale devised by Kohn & Frazer (1986).

Analysis and Interpretation

Gender and Stress tolerance ability

Hypothesis: There is significant difference between male and female higher secondary school teachers in their Stress tolerance ability.

Table - 1

Showing mean scores, standard deviation, 't' value and the level of significance for Stress tolerance ability score on the basis of Gender

Variables	Gender	N	Mean	SD	t- Value	Level of significance
Stress tolerance ability	Male	300	71.55	13.68	3.644	0.01
	Female	300	67.24	15.20		

The table 1 shows the mean scores, SD, 't' value and the level of significance for male and female students on Stress tolerance ability. There is difference between Male and Female in their mean scores (71.55 and 67.24). The t value 3.644 is statistically significant at 0.01 level. It is concluded that there is a significant difference between male and female students with respect to the Stress tolerance ability. Male have higher level of Stress tolerance ability (67.24) than the Female (71.55). Therefore, the alternate hypothesis that there is significant difference between male and female students in their Stress tolerance ability is true and it is accepted. Hence, it is concluded that higher secondary school teachers differ in their Stress tolerance ability

on the basis of gender. Male students have more Stress tolerance ability because they are spending more time with friends and other activities and less time for studies.

Type of Management and Stress tolerance ability

Hypothesis: There is significant difference between government and private higher secondary school teachers in their Stress tolerance ability.

Table - 2

Showing mean scores, standard deviation, 't' value and the level of significance for Stress tolerance ability scores on the basis of Type of Management

Variables	Type of Management	N	Mean	SD	t- Value	Level of significance
Stress tolerance ability	Government	300	69.38	15.13	0.039	Not Significant
	Private	300	69.42	13.89		

The table 2 shows the mean scores, SD, 't' value and the level of significance for government and private students on Stress tolerance ability. There is difference between government and private in their mean scores (69.38 and 69.42). The t value 0.039 is statistically not significant at 0.05 level. It is concluded that there is no significant difference between government and private higher secondary school teachers with respect to the Stress tolerance ability. Therefore, the hypothesis that there is significant difference between Government and private higher secondary school teachers in their Stress tolerance ability is not true and it is not accepted.

Conclusion

The present study aimed to know the higher secondary school teachers Stress tolerance ability. Higher secondary school teachers have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful school career. Different stressors such as inappropriate time management, financial problems, understanding the subjects, superficially, sleep deprivation and social activities can all pose threat to a student's academic performance. Although higher secondary school teachers' stress tolerance ability, mental health, decision making levels are self- manageable, there may arise situations that may be serious enough requiring techniques such as Dance, Music, Yoga Therapy, Prayer, Dhyana, Meditation, Natural Food, Guidance and Counseling. Further Participation in social events and Celebrations, Competitive Games will bring down the Stress tolerance ability levels of higher secondary school teachers.

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A STUDY ON EMOTIONAL COMPETENCE OF TEACHERS IN SELF FINANCE TEACHER EDUCATION INSTITUTIONS IN THIRUVANNAMALAI TALUK

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Abstract

The present study is designed to understand the a study on emotional competence of teachers in self finance teacher education institutions in Thiruvannamalai taluk. The sample consisted of 300 teachers who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were emotional competence and self finance teachers. Data were collected from Thiruvannamalai district. The Emotional Competence scale by Sharma and Bhardwaj (1995) is used has been used in the present investigator. The present study found that Total number of correlations are 10. All are positive correlations. Two correlation values denoted low correlation means present but slight. All other correlation values denoted substantial or marked relationship.

Key words: *Emotional competence and Teachers.*

Introduction

Elias (Elias et al., ...1997) defines "emotional competence as the ability to understand, manage and express the emotional aspect of one's life in ways that enable the successful management of life tasks such as learning, forming relationships, solving everyday problems, and adopting to the complex demands of growth and development"

Emotions are internal events that coordinate many psychological subsystems including physical responses, cognitions and conscious awareness. Emotions typically arise in response to a person's changing relationships (Mayer et al 2000). Emotion and intellect are two halves of a whole. Intelligence Quotient (IQ) and Emotional Quotient (EQ) are synergistic resources; without one the other is incomplete and ineffective. The domain of EQ is personal and interpersonal relationships; it is responsible for one's self-esteem, self-awareness, social sensitivity and social adaptability. Emotional awareness brings one's inner world into focus. It enables one to strike a mutually healthy balance between one's own needs and the needs of others (Segal, 2000). Interpersonal skills are critical in the workplace. This is especially true in an executive's role. Apart from problem solving, decision-making and other job functions, office politics, morale problems and lack of co-operation can also add to the executives' stress. An emotionally competent person can effectively monitor this. Emotional intelligence is the ability to motivate oneself and permit in the face of frustration to control impulses and delay gratification to regulate one's moods and keep distress from swamp in the ability to think; to empathies to hope. Awareness of one's own feelings will help in developing integrity and finding personal fulfillment at work. If the executive can read and respond to other people's feelings, many interpersonal conflicts can be minimized. Emotional competence is a critical component of an individual's personality and must form part of any research on leadership.

A leader has to be objective oriented and must be emotionally stable without getting drowned into emotion. If executives properly balance emotion and sentiments, automatically productivity and efficiency would increase. Most of the executives suffer a setback because of their lack of emotional competence. An emotional stability can relieve them from crisis. According to Gibbs and Nancy (1995) executives are derailed because of emotional problems rather than a lack of technical ability. Therefore it becomes



necessary for the executives to balance their emotions to execute their leadership styles. Executives' leadership styles require a high degree of emotional competence than academic competence for better productivity, improved performance and good quality of life.

Need and Importance of the Study

Emotional intelligence and emotional competence are comparatively a new concept in the field of the education. Emotional intelligence is neither genetically fixed nor does it develop only in early childhood. Unlike IQ which does not increase after adolescence emotional intelligence is largely learned and continues to develop through out life, conditioned by life's experiences. Unlike IQ, emotional competences can be improved through out life. That is the importance of it. If we find out the emotional competence level, and if it is not satisfactory we can take measures to improve it. In normal course of a life time, emotional intelligence tends to increase with learning and be more aware of moods, to effectively handle distressing emotions and to listen and empathise. In short competencies that lead to out standing performance at work is acquired. In this context the present study showing the emotional competence of primary school teachers of Thiruvannamalai Taluk assumes significance.

Objectives

To study the differences if any between the teachers belonging to joint family and nuclear family of Thiruvannamalai Taluk in respect of their level of emotional competence.

Hypotheses

There is no significant difference between the teachers belonging to joint family and nuclear family of Thiruvannamalai Taluk in respect of their level of emotional competence.

Method of the Study

In this present study the researcher used normative survey method.

Sample of the Study

300 primary school teachers, of Thiruvannamalai Taluk were selected as sample by using random sampling technique.

Tools Used in the Present Study

In order to collect the necessary data to achieve the objectives of the study the Emotional Competence scale by Sharma and Bhardwaj (1995) is used.

Results

Correlation Analysis

Table - 1

Inter correlation of Five sub dimensions of emotional competence of primary school teachers

	ADF	AEC	AFE	ACPE	EPE	Total
ADF		0.372	0.466	0.315	0.415	0.673
AEC	0.372		0.518	0.490	0.400	0.736
AFE	0.466	0.518		0.578	0.501	0.800
ACPE	0.315	0.490	0.578		0.469	0.736
EPE	0.415	0.400	0.501	0.469		0.751
Total	0.673	0.736	0.800	0.736	0.751	

Total number of correlations are 10. All are positive correlations. Two correlation values denoted low correlation means present but slight. All other correlation values denoted substantial or marked relationship. The highest correlation (0.578) is the correlation between ability to cop with problem emotions and ability to function with emotions. The lowest correlation (0.315) is the correlation between ability to cop

with problem emotions and adequate depth of feeling. All other correlation values are laying in between 0.578 and 0.315.

Correlation analysis

The Researcher calculated the intercorrelation of five subdiametrons involved in the present study

- ADF : Adequate depth of feeling
 AEC : Adequate expression and control of emotions
 AFE : Ability to function with emotions
 ACPE : Ability to cop with problem emotion
 EPE : Encouragement of positive emotions.

Correlations

- | | |
|----------------|-----------------|
| 1. ADF to AEC | 6. AEC to ACPE |
| 2. ADF to AFE | 7. AEC to EPE |
| 3. ADF to ACPE | 8. AFE to ACPE |
| 4. ADF to EPE | 9. AFE to EPE |
| 5. AEC to AFE | 10. ACPE to EPE |

Conclusion

The primary school teachers Thiruvannamalai Taluk have average level of emotional competence. The teachers having higher qualifications are found to have better emotional competence than teachers having essential qualifications only. The male teachers are found to have better adequate expression and control of emotions than female teachers.

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A STUDY OF LEADERSHIP EFFECTIVENESS AND KNOWLEDGE VALUE OF HIGHER SECONDARY SCHOOL TEACHERS

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Abstract

The present study is designed to understand a study of leadership effectiveness and knowledge value of higher secondary school teachers. The sample consisted of 200 higher secondary school students' who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were leadership effectiveness and knowledge value. Data were collected from Thiruvannamalai district. This tool is known as 'Leadership Effectiveness' developed by Halpin and Winer (1952) and Edward Spranger's (1928) Teacher value score in higher secondary school teachers for used in this study. Result found that It indicates that there is a positive significant relationship between leadership effectiveness and knowledge values It is concluded that better knowledge values leads to high leadership effectiveness.

Key words: Leadership effectiveness and Knowledge value.

Introduction

Leadership

The concept of 'leadership' has not been exactly defined by any body. Literally, the term 'leadership' has come from the work 'lead'. The verb 'to lead' has meaning 'to excel' or 'to be in advance' and 'to guide govern and command others or to head an organization'. The first meaning of leadership is followed in business management. The following are the important definitions. "Leadership is the ability to secure desirable actions from a group of followers voluntarily without the use of coercion"-Alford and Beatty. "Leadership refers to the quality of the behaviour of the individual whereby they guide people on their activities in organized effort"-Chester I Barnad. Ordway Tead defines "leadership in the name of that combination of qualities by the possession of which one is able to get something done by others, chiefly because through his influence they become willing to do it". Terry has defined leadership as "the ability of influencing people to strive willingly for mutual objectives". Livingston regards it as "the ability to awaken in others they desire to follow a common objectives".

This, it is clear from the above definitions that leadership is the process of influencing the behaviour activities and efforts of an individual or a group for achieving common goals. In the traditional Indian society, educational institutions and institutes of learning were represented by Maharishi, Rishis, Gurus, Kulgurus, Pandits and Teachers. These individuals represented institutions of learning, anchored in a spiritual and philosophical base. The institutions represented values, traditions, modes or learning rituals and beliefs.

Need and Significance of the Present Study

These individuals represented institutions of learning, anchored in a spiritual and philosophical base. The institutions represented values, traditions, modes or learning rituals and beliefs. In order to be sure that knowledge value is really present, one must be able to identify the knowledge value, a version is experiencing and what he is worried about. Obviously infants and very young children cannot talk about their feelings, but their behaviour in certain situations often makes it clear that they are indeed anxious.



Thus knowledge value is present in children though they are themselves unable to describe their many problem.

Statement of the Problem

The present study is intended to analyse a study of leadership effectiveness and knowledge value of higher secondary school teachers.

Objectives

To find out the correlation if any exists between the teachers demographic variables and leadership effectiveness & value performance of teachers in Schools.

Hypotheses

There is no significance correlation if any exists between the teachers demographic variables and leadership effectiveness & value performance of teachers in Schools

Method of Study

In order to realize the above said objective normative survey method was adopted. A normative survey method study describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. such investigations are termed in research literature as descriptive survey or normative survey.

Procedure of the Study

The instructions regarding the method of answering the statements were clearly explained to the subjects. The teachers were properly motivated so as to enable them to participate sincerely and to give real response. The teachers were requested and persuaded to go through the instructions and statement carefully and indicate their response in the answer sheet. The inventory was administrated to the teachers of different schools on different dates personally by the investigator. The investigator administered randomly selected 200 teachers in schools at Thiruvannamalai district with the kind Co-operation of school authorities.

Design of the Study

A research design is highly essential and it is inevitable as a blue print. In the present investigation survey method is employed.

Location of the Study

The present investigation was conducted in the Thiruvannamalai district.

Population of the Study

The Thiruvannamalai district contains around 107 higher schools out of the which 10 schools were selected randomly for the present investigation.

Sample of the Study

The sample is to be selected very carefully and it should enable the researcher to draw meaningful conclusions and generalizations. In such case, the sample should be adequate and must be a true representative of the population. By keeping in mind these objectives, the investigator has adopted the following procedure.

1. The sample selected from the total population was 200, school teachers.
2. The sample was selected according to the principle of random sampling technique.

Tools Used in the Present Study

1. This tool is known as 'Leadership Effectiveness' developed by Halpin and Winer (1952).
2. Edward Spranger's (1928) Teacher value score in higher secondary school teachers for used in this study

Results

Correlation Analysis

The relationship between leadership effectiveness and knowledge values scores were analysed using the method of Pearsons product moment co-efficient of correlation.

Leadership effectiveness and knowledge values

One of the variables which is likely to influence leadership effectiveness it knowledge values. The relationship between leadership effectiveness scores and knowledge values scores were analysed using the method of Pearsons product moment coefficient of correlation. The results are presented in table 1.

Table - 1

Pearsons product moment correlation coefficient for leadership effectiveness and knowledge values

Variable	N	r	Level of Significance
Leadership effectiveness	200	0.39	0.05
Knowledge values			

The 'r' value obtained is 0.39 and it was tested for significance. The obtained correlation value 0.39 is found to be higher than the table value. It indicates that there is a positive significant relationship between leadership effectiveness and knowledge values. Therefore the null hypothesis is rejected and the research hypotheses is accepted. It is concluded that better knowledge values leads to high leadership effectiveness.

Conclusion

The researcher framed some objectives and hypotheses on the basis of that, a well structured questionnaire was used to collect the responses. The present study aims to find out the leadership effectiveness of higher secondary school teachers as related knowledge values. The research was carried out in 200 samples based randomly. After collecting the data they were analyzed using statistical tools such as t-test, ANOVA and Correlation. The result concluded that teachers have more leadership effectiveness and knowledge values at high school level.

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TEACHER EDUCATORS ATTITUDE TOWARDS EDUCATIONAL RESEARCH

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Abstract

The present study is designed to understand the teacher educators attitude towards educational research in Thiruvannamalai district. The sample consisted of 248 teachers educators who were selected on the basis of differential analysis, simple random techniques is used in the study. The variables included were attitude towards education. Data were collected from Thiruvannamalai district. To understand student's attitude towards educational research a standardized tool developed by Chopra, S.L (1996) is used has been used in the present investigator. Result found that Female teacher educators show more attitude towards educational research than male teacher educators. Nuclear family Teacher Educators show more attitude towards educational research than Joint family Teacher Educators.

Key words: Teacher educators attitude and Teacher Trainers.

Introduction

Education or higher education has become and continued to be one of the most important values in high opinion, in all societies, countries and times. In view of modern developments in science and technology and its importance in today's world, attitude towards educational researchal innovation has assumed a significant place. In fact, there is a growing awareness among the people for the need for higher education, particularly attitude towards educational researchal innovation. The 21st century teachers have recognized the significance of educational innovation as never before. It is an accepted fact that education is an important instrument of socialization in any society. The process of socialization can be enhanced when innovations are introduced.

The earlier social psychologists pinned their faith in attitude as a highly potent determinant of human behaviour. They viewed the scientific study of attitude as the principle concern of social psychology and treated attitude as the core concept of its field. Thereafter too, interest in the study of attitude continued to dominate the science in the realm of social psychology. While discussing the historical trend in attitude research, McGuire (1968) points out that till 1950 it captivated the interest of social psychologists, and but for about a decade when it shifted to group dynamics, interest in attitude was again reviewed. A survey of the literature on attitude led Sherif and Sherif (1969) to conclude that it was more extensive than any other topic in social psychology. McGuire's (1972) remarked that the study of attitude has always been a central focus of social psychology holds even today. Quoting Allport's (1935) statement about the attitude construct as the "most distinctive and indispensable concept in American social psychology", Sivacek and Crano (1982) observe that even after nearly fifty years attitude still maintains a central position in social psychology today.

Need for Present Study

Education is a dynamic concept. As meaning changes form time to time, it is interpreted by different persons from their own background. Therefore, its biological, psychological and philosophical connotations vary form one another. It is also given new meaning from nation points of view, the goals and aspirations of the nation. Education is a process through which the inborn qualities or latent powers of the child are improved and unfurled, so that his personality is developed according to Mohanty (1982). In older days



education was regarded as institution and the child was acquiring knowledge and skills only through instruction. But the modern concept of education differs widely from instruction. Instruction is an artificial and limited activity, which involves certain advice and suggestions. Instruction is mainly confined to communication of knowledge and skills whereas education brings about deeper knowledge, understanding, skills, critical thinking and attitude in an individual.

Teacher Educators are considered as a vital force and they form the future society. They transform themselves as a result of education. Education makes a relatively permanent change in them. This transformation is possible if and only if teacher educators develop a positive attitude towards educational research. But for education transformation wouldn't be possible. To form a positive attitude, family is considered to be an important factor.

One of the interpretations of the social aim of education is to bring about social efficiency "in the individual". Education should make each and every student in the society efficient by utilizing the individual abilities and aptitudes to the maximum.

The present system of education requires modification or change so as to meet the challenges of days to come. To prepare the present day youth to meet future challenges one has to make modification or bring out innovations in the present system of education. This is possible and successful when teacher educators, teachers, parents and their family and community leaders pool their human, material and political resources at the local level. At this juncture it is important to understand what sort of attitude teacher educators have formed towards education and the present study is designed. The present study is designed to understand Teacher Educators' attitude towards educational research.

Method of Study

In order to realize the above said objective normative survey method was adopted. A normative survey method study describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. such investigations are termed in research literature as descriptive survey or normative survey.

Objectives of the Study

To know how far their personal factors influence their attitude towards educational research.

Hypotheses

1. Male and female Teacher Educators do not differ in their attitude towards educational research.
2. Teacher educators working in Nuclear family and Joint family do not differ in their attitude towards educational research.

Tools Used

To understand student's attitude towards educational research a standardized tool developed by Chopra, S.L (1996) called Attitude Scale Towards Education (ASTE) is used.

Results

Table - 1

Showing difference in the attitude towards educational research of male and female Teacher Educators

GENDER	Subject	Mean	SD	SE _M	t-ratio	Significance
Male	118	18.64	3.67	0.33	2.4	.05
Female	130	19.83	4.14	0.37		

Table 1 showing difference in the attitude towards educational research of male and female Teacher Educators. There are 118 male teacher educators included in the study and their mean attitude towards educational research score is 18.64. Female teacher educators included in the study are 130 and their mean attitude towards educational research score is 19.38. Male and female Teacher Educators differ in their

attitude towards educational research because the t-ratio (2.4) is statistically significant. Since female teacher educators have got a higher mean score than male teacher educators it can be concluded that female teacher educators show more attitude towards educational research than male Teacher Educators. Hence the null hypothesis that male and female Teacher Educators do not differ in their attitude towards educational research is not accepted.

Table - 2

Showing difference in the attitude towards educational research of teacher educators from Joint family and Nuclear family.

Institution	Subject	Mean	SD	SE _M	t-ratio	Significance
Joint family	96	17.43	4.26	0.43	4.48	.01
Nuclear family	152	19.68	3.38	0.27		

Table 2 showing difference in the attitude towards educational research of teacher educators Joint family and nuclear family. The study included 96 Joint family Teacher Educators and their mean attitude score is 17.43. There are 152 nuclear family Teacher Educators included in the study and their mean attitude score is 19.68. The t-ratio (4.48) indicates that these two groups differ in their attitude towards educational research. Teacher educators working in Nuclear family show more attitude towards educational research than teacher educators Joint family since Nuclear family teacher educators' mean score is higher than the other groups. Hence the null hypothesis that teacher educators Joint family and nuclear family do not differ in their attitude towards educational research is not accepted.

Conclusion

Result found that the Female teacher educators show more attitude towards educational research than male teacher educators. Also Nuclear family Teacher Educators show more attitude towards educational research than Joint family Teacher Educators.

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A STUDY ON LOCUS OF CONTROL OF COLLEGE STUDENTS

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Abstract

The present study is designed to understand a study on locus of control of college students. The sample consisted of 223 college students who were selected on the basis of differential analysis, simple random techniques is used in the study. The variables included were locus of control Data were collected from Thiruvannamalai district. This scale was developed by J.B. Rotters (1961) and has been used to locus of control with various age range successfully. The present study aims to locus of control of college students. The result concluded that college students is favourable. And also result reveals that college students have average locus of control.

Key words: Locus of control and Students.

Introduction

Social psychologists have been increasingly interested in how individuals adjust to sudden unexpected and/or negative events in their environment. It has also been argued by both psychologists and philosophers that man's behaviour is determined by the features of his social environment. It is believed that he is the prisoner of social forces, which he cannot resist. These forces would render his responses quite predictable, without regard to his characteristics and dispositions as a unique individual. This belief system is rejected by some others, who believe that man's behaviour is dictated by the unique configuration of his own needs, experiences and singular propensities. It has been questioned whether the important cause of man's behaviour is located inside or outside a skin. Locus of control came into prominence with a publication of a monograph by Rotter (1966). In this presentation, Rotter presented the scale he had developed to assess the individuals generalized expectancies for internal versus external control of reinforcement.

Need for the present study

Life is general and for a student in particular has become highly competitive. A student with an ambition to secure admission in the college courses should have a dedicated and methodical approach towards the examinations the two years of higher secondary course has become very crucial since those to years shape the entire future of a student. Educationists, teachers and parents are all equally concerned about achievement in English. Therefore, the investigator decided to locus of control of college students. College play an important role in the achievement in English. In fact the efficiency and even popularity of a college is decided only in form of achievement. Good achievement also becomes the man by which the society can advance. Besides this every individuals experience thrill of achieving which further motivates him to achieve more and more academically. Therefore the investigator strongly felt the need to locus of control of college students.

Statement of the problem

The problem of the study has been stated as " A study on locus of control of college students".

Objectives of the study

To study the locus of control of college students on the basis of the following variables

- a. Gender



b. Locality of college

Hypotheses of the study

1. There is no significant difference in locus of control of college students in terms of gender.
2. There is no significant difference in locus of control of college students in terms of Locality of college.

Method of the study

The normative survey method is adopted. The survey method gathers data from relatively large number of cases at a particular time. It is not concerned with generalized statistics that result when data are abstracted from a number of individual cases. The survey should cover all the aspects of the subject selected for the study. Methodology in the procedure adopted in an investigation. Methodology adopted enables the investigator to look at the amorphous data in a meaningful way. The method of the present study was determined on the basis of the nature of the problem selected. Objectives of the study and the data required for their realization. Will be of great value to explore in to the problem. Survey method was therefore found to be the most suitable method to collect the data mentioned there.

Tool Used

This scale was developed by J.B. Rotter (1961) and has been used to locus of control with various age range successfully.

Results

Hypothesis : There is no significant difference in locus of control of college students in terms of gender.

Table - 1**Showing the t-test for locus of control of college students in terms of gender**

Gender	N	Mean	S.D	't'	Critical value	Level of significance
Male	157	40.55	12.04	1.508	1.960 For difference of 221 at 0.05 level	N.S
Female	66	37.97	11.49			

It is evident from table 4.3 that the obtained 't' value is 1.508. It is lesser than the critical value of 1.960 for difference of 221 at 0.05 level. It is not significant. Hence the hypothesis stated is accepted.

Hypothesis: There is no significant difference in locus of control of college students in terms of Locality of college.

Table - 2**Showing the t-test for locus of control of college students in terms of Locality of college.**

Locality of college	N	M	S.D	't'	Critical value	Level of significance
Town	123	38.60	12.08	1.666	1.960 for difference of 221 at 0.05 level	N.S
Village	100	41.25	11.59			

It is evident from table 4.4 that the obtained 't' value is 1.666. It is lower than the critical value of 1.960 for difference of 221 at 0.05 levels. It is not significant. Hence the hypothesis stated is accepted.

Conclusion

The present study aims to locus of control of college students. The researcher framed objectives and hypotheses on the basis of the above contact. A standard questionnaire was used to collect the relevant data. After collecting the data they were analyzed using statistical tools such as Percentage analysis and t-test. The result concluded that college students is favourable. And also result reveals that college students have average locus of control.

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A STUDY ON ATTITUDE TOWARDS SAMACHEER KALIVI OF HIGH SCHOOL TEACHERS

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Abstract

The present study is designed to identify with the attitude towards samacheer kalivi of high school teachers. The sample consisted of 300 high school teachers in Thiruvannamalai District who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were attitude towards samacheer kalvi. Data were collected from Thiruvannamalai District. The attitude towards samacheer kalvi scale- constructed by the Dr.Lilly Epsy Bhai and S. Magethiran. The present study made on attitude towards samacheer kalvi high school teachers of Thiruvannamalai district". The result concluded that Teachers have positive and high attitude in their Samacheer Kalivi at high school level.

Key words: Attitude towards samacheer kalivi and Teacher.

Introduction

Samacheer Kalvi - Equal education in Tamilnadu

Dated back to earlier days, the education scenario in Tamilnadu rural areas was based only on books and the lectures taken by the teachers. Whether the student understands or not, new lectures are taken and exercises are given based on the lectures. The problem in this case lies with the dull students who can't cope up with the speed of the lectures or miss some of them. With this method of teaching-learning process, the teacher is given with atleast 40 students to manage and hence, the student-teacher interaction is low. This problem was overcome by measures taken by the TN Government to introduce a new educational system. At present, this system is only used and it is called "Samacheer Kalvi"(equal education). This involves having the same syllabus for both the Matriculation and State Board schools. According to the ground studies made by me, this new system introduced card system of learning. This is well explained as, each class is given with cards of unique border colors i.e., 3rd standard will have red card border, etc. All the subjects of the same class will have the same border color but differ in the objects they contain i.e., Maths card of 3rd standard will be represented with animals as objects in it with border color red. Each animal refers to the task that has to be completed and attested by the teacher.

Need for the Present Study

Though the 10+2+3 pattern of education was introduced in Tamilnadu as early as 1980, not many empirical studies have been conducted on the various aspects of this newly introduced pattern of education. It is well known that this pattern of education was introduced in a hurry without caring for even the most essential infrastructure facilities required for the successful implementation of this programme. It has become imperative to study the level of Teachers attitude towards Samacheer Kalivi as it has become a main subject of competency. As a subject it has become a pivotal in the education system. It is also important to study the methods and approaches in learning Samacheer Kalivi. The level of high school Teachers standard in Samacheer Kalivi and study their attitude became the need of the hour. Hence the investigator has made an attempt in this study.

Objectives of the Study

The following are the objectives of the present study.



1. To study the high school Teachers attitude towards Samacheer Kalivi in Thiruvannamalai district.
2. To find out the attitude towards Samacheer Kalivi of high school Teachers in relation to the following variables.
 - Gender
 - Type of Management

Hypotheses of the Study

1. The high school Teachers have negative attitude towards the study of Samacheer Kalivi.
2. There is no significant difference between the attitude towards Samacheer Kalivi of high school Teachers in relation to the following variables.
 - Gender
 - Type of Management

Method Adopted

Normative survey method is adopted in this study. Random sampling method was used for the collection of data.

Sample of the Present Study

For the purpose of the present study 300 school Teachers for working in attitude towards Samacheer Kalivi at school Teachers level have been selected in the present study the investigator decided to take a sample of 300.

Tool Used

Teachers Attitude towards Samacheer Kalivi at High school Teachers Level scale constructed by the Dr. Lilly Epsy Bhai and S. Magethiran to find the Teachers attitude towards the study of Samacheer Kalivi.

Statistical Techniques Used

- Descriptive analysis (Mean, Median, Standard Deviation),
- Differential analysis

Results

Hypothesis - 1: High school Teachers have negative attitude towards Samacheer Kalivi

Table - 1

Mean and Standard Deviation of the high school Teachers Attitude towards Samacheer Kalivi

Variable	Groups	N	Mean	Standard Deviation
Entire	Total	300	166.88	23.79

The above table shows Mean, SD of Teachers' attitude towards Samacheer Kalivi. The result reveals that, Teachers particular sample have high attitude towards Samacheer Kalivi.

Hypothesis -2: Teachers do not differ in their a attitude towards Samacheer Kalivi on the basis of gender.

Table - 2

Mean, SD and t-test for Teachers attitude towards Samacheer Kalivi on the basis of Gender

Variables		N	Mean	SD	t-value	Significant at 0.01 level
Gender	Male	166	165.23	24.90	1.35	0.17 (NS)
	Female	134	168.93	22.25		
Type of Management	Government	163	164.09	23.32	4.99	0.02 (S)
	Government Aided	137	170.20	24.00		

The calculated t-value (1.35), which is not significant at 0.05 level, confirms that there is no significant difference in Teachers attitude towards Samacheer Kalivi on the basis of gender. Hence the stated hypothesis is accepted.

Findings of the Study

- The hypotheses formulated at the beginning of the study have been examined in the light of their data gathered. The following are the major findings of the present investigation.
- Teachers do not differ in their attitude towards the study Samacheer Kalivi on the basis of their gender.
- Result inferred that there is no significant difference in Teachers attitude towards Samacheer Kalivi on the basis of gender.
- Teachers do not differ in their attitude towards the study of Samacheer Kalivi on the basis of type of management
- Result shows that there is a significant difference in Teachers attitude towards Samacheer Kalivi on the basis of type of management.

Conclusion

The present study is aimed at to find out the high school Teachers attitude towards Samacheer Kalivi in Thiruvannamalai District. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out in 300 samples based randomly. The tools constructed by Dr. S. Lily Epsy Bai and S.Magenthiran were used to collect the relevant data. After collecting the data they were analyzed using statistical tools such as t-test and F- test. The result concluded that Teachers have positive and high attitude in their Samacheer Kalivi at high school level.

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THE IMPACT OF ECOLOGICAL ATTITUDE ON THE MOTIVATION LEVEL OF ADOLESCENCE

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Abstract

The present study is designed to the impact of ecological attitude on the motivation level of adolescence. The sample consisted of 331 high school students who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were study practice and academic achievement. Data were collected from Thiruvannamalai district. The Study Practices inventory developed and standardized Patel B.V., (1975) is used to find the Study Practices of the IX students and half yearly examination marks for Achievement. The correlation co efficient result shows that there is a positive relationship between students' study practice and academic achievement.

Key words: Ecological attitude and Motivation level of adolescence.

Introduction

Ecological Attitude

Adolescence is like a river, too much freedom can destroy self and others, too much control can wither the development of self and others, optimum freedom with optimum responsibility is just right. Environmental psychology is the study of inter relationship between the behaviour and the built and also the natural environment. It looks upon the stimulus and its perception as a unit that contains more than just a stimulus and a response. It also deals with the stimulus response perceptual relationship. It also depends upon the gathering, complexity, novelty and movement of the contents of the landscape and upon the past experience of the perceive his/her ability to impose structure on the landscape his/her auditory and factory association with the landscape, and his/her personal characteristics.

Achievement Motivation

Achievement motivation can be seen in many areas of human endeavour on the job, in school, in home making or in athletic competition for example one of the secondary motive is Achievement Motivation. It is an activity which is directed toward some stand of Excellency. It may include competition with others, which they are surpass. But on the other hand, the individual may be chiefly concerned to said himself as a high standard of performance are level of aspiration and to reach this through his own efforts overcoming any abstract to his success. Thus ambitious is frequently involve individuals with high achievement motivation.

Background of the Study

Adolescent period is a transition between childhood and adulthood. During this period adolescent girls have ecological attitude on the motivational level. They are not able to adjust with the family and the society because of the secondary sexual characteristics. Global environmental problems of shrinking natural resources, pollution and population growth challenge the ways people live. As with many other disciplines, psychology attempts to develop human societies less exploitive in their use of the earth's natural resources. Because psychologists refer to individual behaviour rather than to behaviour towards environmental preservation and/or conservation. On how can behaviour be changes in or more ecological direction in answering these questions. Environmental attitude is considered one of the most promising concepts. In



facts almost two thirds of all environmental psychological publication include environmental attitude in one way on another. Not surprisingly the relationship between environmental attitude and ecological behaviour is well-explored. However, the relationship appears to be at best moderate across difficult studies. This lack of a stronger correlation occasionally results in rather pessimistic views of the usefulness of environmental attitude as a prediction of ecological behaviour.

Statement of the Problem

To study impact of ecological attitude on the motivation level of adolescence in a selected school students.

Objectives of the Present Study

To find out the relationship between ecological attitude and demographic variables of adolescent.

Hypotheses

There is no significant relationship between ecological attitude and demographic variables of adolescent.

Methodology

Research Design

Research design is purely and simply the framework or plan for a study that guides the collection and analysis of the data. The research design indicates the methods of research i.e. the method of gathering information and the method of sampling.

Sampling Plan

Sampling plan is to be decided about the sampling unit, sample size, sampling Method.

Sampling Method

For this study the samples were drawn using random sample method.

Sample Size

200 sample size of the study that are selected for the study.

Tools Used

An Ecological Attitude Survey scale is used in this enquiry. This ecological attitude scale was developed by Maloney and ward and Achievement motivation scale is used in this enquiry. This test was standardized by D.Gopal Rao.

Result

Table - 1
Showing the correlation co-efficient for Ecological Attitude and their Achievement motivation

	Achievement motivation
Ecological Attitude	0.315**

The obtained correlation value 0.015 is found to be less than the table value for 0.01 level of significance. This indicates that there is positive relationship between Ecological Attitude and achievement motivation.

Conclusion

The present investigation is an impact of ecological attitude on the motivation level of adolescence. The main aim of the study is to understand the influence of personal variable. Affect by the environment, verbal commitment in the views of environment. Actual commitment in their environment and knowledge about their environment, and the tools selected for the study were an ecological attitude questionnaire. The study has following conclusions.

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LEADERSHIP QUALITIES OF HIGHER SECONDARY TEACHERS IN RELATION TO THEIR SELF CONCEPT

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Abstract

The present study is designed to understand the leadership qualities of higher secondary teachers in relation to their self concept. The sample consisted of 600 higher secondary students who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were leadership qualities and self concept Data were collected from Thiruvannamalai district. 1. Leadership qualities scale Dr.Muthumanickam (2007) and 2. Self concept Scale Mohsin (1979). The level of leadership quality is average, self concept is high. Result shows that the correlation co efficient among the Leadership qualities and Self concept of higher secondary school teachers is positive and significant.

Key words: *Leadership qualities and Self concept.*

Introduction

Leadership

Leadership is the ever dynamic practical concept which is practiced from the time of the origin of human being. It is self evident that any major social change, development and transformation take place in the history by the initiatives of the leaders. Therefore nobody can water down the importance of role of the leadership in the human life. It is the dynamic leadership which makes positive difference in the families, institutes, organizations, society and state. It is the story of the inspiring leader which made difference in the world. Thus one can understand that the leadership is the primary modifier of the society.

Self Concept

Self concept is an important aspect of a leader. It influences his conduct. Hence the content of his personality is arising from his understanding himself and acceptance of himself. If leader has a positive attitude to himself, it means they are satisfied with himself and his life. If a leader is to understand others, he must first understand him. All leaders form a particular image of themselves, who they are and what they want to be. The term self-concept has been coined in the academic literature to fit this definition. Self concept therefore means a set of attitudes or perceptions of self that individuals form at the conscious and unconscious level, where the unconscious is covered by a layer of defense mechanisms that allow the "ego" (the conscious) to monitor the "id" (the unconscious) and creates a barrier against undesirable drives. Yet the self-concept is not just an individual's typical perception of self, but a set of complex internal processes linked to an ideal and how individuals should present themselves socially before important other people. It is important to have a largely positive self-concept within the leadership process. By either a positive or negative self-concept, leaders affect the conduct of their subordinates and hence subordinates' satisfaction and leadership performance. Leaders who do not have a positive opinion or image of themselves have certain traits that subordinates feel. If leaders have a negative or low self-concept and do not trust, respect or value themselves, they are closed within themselves and fear contact or confrontation with people, then they will not be able to lead his followers.



Statement he Problem

The external and internal cry of the people today is for qualified leadership. The lack of qualified leadership is the burning problem today. This being the real fact, the investigator has made an attempt to work and analyze the Leadership Qualities of Higher secondary Teachers in relation to their Self Concept, to offer suitable suggestions. The present work is concerned with the leadership qualities of higher secondary Teachers. This work tries to understand their leadership qualities and relation to their risk taking tendency, assertiveness and self concept. During the period of Higher secondary Teachers are sandwiched between satisfying the needs of their studies in the school and the expectations of the parents. Only the considerable number of the teachers is able to accomplish the academic achievement

Objective of the Study

To identify the nature of relationship between higher secondary school teachers leadership quality and their self concept.

Hypotheses

There is no relationship between higher secondary school teachers' leadership quality and their self concept.

Method of the Study

It has been decided to use Normative Survey Method for the study. The present study intends to find out the Leadership Qualities of higher secondary school teachers in relation to their Risk taking tendency, Assertiveness and Self-Concept. The studies also throw some lights on the relationship between Psychological variables and its effect upon leadership qualities of the higher secondary school teachers. In this research the population consists of all the higher secondary school teachers working in located in Thiruvannamalai district in Tamilnadu state.

Sample

The present study is designed to understand the leadership qualities of higher secondary school teachers and their self concept. The number of teachers who were working in most of the schools is very few and therefore the list of schools in Thiruvannamalai has gone lengthy. It was decided to have a sample size of six hundred in Thiruvannamalai district, Using systematic random sampling technique.

Tools Used

- Leadership qualities scale Dr.Muthumanickam (2007)
- Self concept Scale Mohsin (1979).

Results

Table - 1
Correlation co-efficient (r) among parental Self concept on other variables

Variables	'r' value	Remarks
Leadership qualities	.852**	S
Self concept		

It is seen from table 1 that the correlation co-efficient (.852) among the Leadership qualities and Self concept of higher secondary school teachers is positive and significant at 0.01 level. It is inferred from the above table that Leadership qualities and Self concept of the higher secondary school teachers is positive and significant. Hence the null hypothesis that thesis is no relationship between higher secondary school teachers' leadership qualities and their Self concept is not accepted.

Conclusion

The level of leadership quality is average, self concept is high. Result shows that the correlation co efficient among the Leadership qualities and Self concept of higher secondary school teachers is positive

and significant. The psychological variables self concepts of students have to be increased in the school environment. This process would create an osmotic pressure on the leadership qualities on the individual as well as on the society.

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RELATIONSHIP BETWEEN POLITICAL KNOWLEDGE AND SOCIAL MATURITY OF HIGHER SECONDARY SCHOOL TEACHERS

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Abstract

The present study is designed to understand the relationship between political knowledge and social maturity of higher secondary school teachers. The sample consisted of 600 higher secondary students who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were political knowledge and social maturity. Data were collected from Thiruvannamalai district. 1.The Political knowledge inventory constructed by investigator. 2. The study Social Maturity inventory Dr. Nalini Rao. The present study aims to find out the social maturity of higher secondary Teachers as related political knowledge. The result concluded that Teachers have more social maturity and political knowledge at high school level.

Key words: *Political knowledge and Social maturity.*

Introduction

Political knowledge

Political knowledge is one of the primary variables in political communication research. In the United States, as well as other democratic nations, the study of political knowledge is rooted in democratic theory, which suggests that citizens should be informed if they are to participate in a democratic society.

Social Maturity

In general, social maturity is defined as the willingness of an individual to take responsibility for developing his/her community. Social identification with broad social communities is an integral component of social maturity. A socially mature individual should be able to make judgements, decisions and take proper action in face of problems and critical issues. He should be able to participate in cooperative activities without conflict with others. He is capable of taking responsibility for his own actions, and of making and keeping a large number of friends. He has a well-balanced and objective estimate of himself and can take on himself different roles in accordance with the demand of different situations. He identifies with the interests of the group and puts the group benefits before his selfish gains.

Need and Significance of the Present Study

Good social maturity brings satisfaction to the individual concerned and social maturity also becomes the means by which the society can advance. The social maturity of a child is now being recognized as precious sources of development and survival of man. This study may also help teachers to understand socio economic Teachers and there by the teachers can conduct guidance and counseling for better social maturity. Political knowledge is one of the primary variables in political communication research. In the United States, as well as other democratic nations, the study of political knowledge is rooted in democratic theory, which suggests that citizens should be informed if they are to participate in a democratic society. Political knowledge is also sometimes referred to as political sophistication or political expertise, but knowledge is generally defined as holding correct information—whether that is civic, issue, or candidate information, or the structural relationships among cognitions. Scholars often examine political knowledge as a dependent variable—for example, by examining media effects on political knowledge—but



knowledge can also be examined as a predictor, moderator, or mediator in a variety of communication relationships. In this sense, political knowledge may lead to political discussion, or it may moderate the relationship between media use and political participation. However, just as general knowledge cannot be directly measured—rather, it is assessed via test scores or grades—political knowledge is directly immeasurable. In other words, the content of political knowledge, generally, cannot be fully captured in a series of test questions. For that reason, scholars often conceptualize political knowledge in varying ways. However, scholars have come to agree on some measures of political knowledge as good representations of the information citizens must have to participate fully in a democratic society.

Statement of the Problem

The present study is intended to analyse the study of the “Relationship between political knowledge and social maturity of higher secondary school teachers”.

Objectives

To find out the relationship between social maturity and Political Knowledge.

Hypotheses

There is a significant relationship between social maturity and Political Knowledge of higher secondary Teachers.

Method of Study

It has been decided to use Normative Survey Method for the study. The present study intends to find out the political knowledge of higher secondary school teachers in relation to their social maturity. The studies also throw some lights on the relationship between Psychological variables and its effect upon political knowledge and social maturity of the higher secondary school teachers. In this research the population consists of all the higher secondary school teachers working in located in Thiruvannamalai district in Tamilnadu state. The simple random techniques were used in the present study. The sample of the study is to be selected very carefully and it should enable the researcher to draw meaningful conclusions and generalizations. In such case, the sample should be adequate and must be a true representative of the population. By keeping in mind these objectives, the investigator has adopted the following procedure. The sample selected from the total population was 600, higher secondary Teachers. The sample was selected according to the principle of random sampling technique. The Political knowledge inventory constructed by investigator and The study Social Maturity inventory Dr. Nalini Rao were used in the present study.

Result

Correlation Analysis

The relationship between social maturity and political knowledge scores were analysed using the method of Pearsons product moment co-efficient of correlation.

Social Maturity and Political Knowledge

One of the variables which is likely to influence social maturity it political knowledge. The relationship between social maturity scores and political knowledge scores were analysed using the method of Pearsons product moment coefficient of correlation. The results are presented in table 1.

Table 1

Pearsons product moment correlation coefficient for social maturity and political knowledge

Variable	N	r	Level of Significance
Social maturity	600	0.31	0.05
Political knowledge			

The 'r' value obtained is 0.31 and it was tested for significance. The obtained correlation value 0.31 is found to be higher than the table value. It indicates that there is a positive significant relationship between social maturity and political knowledge. Therefore the null hypothesis is rejected and the research hypotheses is accepted. It is concluded that better political knowledge leads to high social maturity.

Conclusion

The present study aims to find out the social maturity of higher secondary Teachers as related political knowledge. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out in 600 samples based randomly. A questionnaire constructed by R was used to collect the relevant data. After collecting the data they were analyzed using statistical tools such as t-test, ANOVA and Correlation. The result concluded that Teachers have more social maturity and political knowledge at high school level.

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M- LEARNING AWARENESS OF HIGH SCHOOL TEACHERS

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Abstract

The present study is designed to understand the "M- Learning awareness of high school teachers. The sample consisted of 400 high school teachers who were selected on the basis of differential analysis , simple random techniques is used in the study. The variables included were awareness of M-Learning. Data were collected from Thiruvannamalai district. The researcher used the tool Mobile learning questionnaire constructed and developed by - George and Mallery, 2003. The present study aims to find out the influence of certain demographic variables like gender and Type of school. The mean score of M- Learning awareness of the high school teachers shows a moderate level.

Key words: M- Learning awareness and Teachers.

Introduction

M-learning can be defined as a junction that congregates mobile technologies, computer technology and e-learning. M-Learning is the intersection of mobile computing and e-learning: accessible resources wherever you are, strong search capabilities, rich interaction, powerful support for effective learning, and performance-based assessment. E-Learning is independent of location, time or space (Quinn, 2000). It is facilitated by the use of various technologies and devices e.g. WAP (Wireless Application Protocol), mobile network (GSM, or CDMA), data technology (GPRS, EDGE, UMTS, HSPA etc.), Wi-Fi, Bluetooth, Operating software (Android, Black Berry 10, iOS, Windows Phone etc.); PDA (Personal Digital Assistant), smart phone, tablet PCs, and handheld devices.

Purpose of the Study

This study intends to explore the views of students on M-learning in High school teachers as M-learning is emerging as important tool for people in accessing various information. This study is very important because the level of awareness among students will help various colleges to implement the M-learning. The problems highlighted by students in accessing Mobile technology will help programme developers to improve the mobile technology. In the recent years, mobile learning (m-learning) has moved from being a theory, academic exploration and technology idea, into a real and valuable contribution to learning awareness and during the past decade every area of education has been affected by the introduction and use of such technology. Mobile technology offers a new generation of learning for people of all ages anywhere and anytime. Besides, m-learning provides many advantages including: Freedom to study with flexibility, low cost, timely application (Alzaza and Zulkifli, 2007), improvement experiential, authentic and reliable learning situations, enhanced availability of guidance, ease of use, support in learning situations (Seppala et al., 2002), fast production of digital learning materials and copyright issues, flexibility of learning (Sharples et al., 2002). However, use of m-learning is growing rapidly in the higher education environments. The focus is on learning materials services and administrative services (Georgieva et al., 2005). Regardless of the fact that e-learning has not reached the explosive growth figures which were commonly predicted in the mid-1990s, scholars and industry representatives are now turning their attention towards the m-learning (Feng et al., 2006) which could overcome the limitations of e-learning (Nasiri and Deng, 2009).



Statement of the Problem

The above discussion has made the present investigator to choose the problem at hand and it is stated as follows: "M- Learning Awareness of High School Teachers".

Objectives of the Study

To find out whether there is any significant difference in M- Learning awareness of High school Teachers with respect to the following sub samples

- a. Gender (Male / Female)
- b. Type of school (Co-education / Women)

Hypotheses of the Study

There is no significant difference in M- Learning awareness of High school Teachers with respect to the following sub samples

- a. Gender (Male / Female)
- b. Type of school (Co-education /Women)

Method Adopted in the Present Study

It has been decided to use Normative Survey Method for the study. The present study intends to find out the M- Learning awareness among B. Ed. College students. The study also thrash some light on the relationship between demographic variables and its effect upon M- Learning awareness of High school teachers. In this research the population consists of all the High school teachers located in Thiruvannamalai District of Tamilnadu State.

Sample of the Study

The small proportion of the population selected for observation and analysis is known as sample. The method of sampling is based on the nature of the problem, size of the universe, availability of finance and persons. The sample for the present study consists of High school teachers from Thiruvannamalai District which could be selected by Random Sampling method. It has been decided to select a sample of around 400 High school teachers.

Tools Employed in the Study

Mobile learning questionnaire constructed and developed by - George and Mallery, 2003

Results

Differential Analysis

Analysis of M- Learning awareness of High school Teachers' scores

Hypothesis - 1

There is no significant difference between the mean M- Learning awareness scores of Male and Female High school Teachers teaching in school.

The details of the calculation are given in the Table 1. The 't' value is found to be 2.875, which is significant at the 0.05 level. Therefore the null hypothesis is rejected.

Table - 1

Comparison of M- Learning awareness between High school Teachers with regard to Gender

Gender	N	Mean	SD	t- Value	Level of Significance	Significant/ Not Significant
Male	174	158.05	9.33	2.875	0.05	Significant
Female	226	155.68	7.23			

It is concluded that there is a significant difference between the mean M- Learning awareness scores of male and female High school Teachers teaching in school. Male High school Teachers have higher M- Learning awareness than the female High school Teachers teaching school.

Hypothesis - 2

There is no significant difference between the mean M- Learning awareness scores of Co-education and Women High school Teachers teaching in school.

The details of the calculation are given in the Table 2. The 't' value is found to be 3.585, which is significant at the 0.05 level. Therefore the null hypothesis is rejected.

Table - 2**Comparison of M- Learning awareness between High school Teachers with regard to Type of schools**

Type of school	N	Mean	SD	t- Value	Level of Significance	Significant/ Not Significant
Co-education	191	155.19	7.73	3.585	0.05	Significant
Women	209	158.11	8.54			

It is concluded that there is significant difference between the mean M- Learning awareness scores of Co-education and Women High school Teachers teaching in school. Co-education High school Teachers have higher M- Learning awareness than the Women High school Teachers teaching school.

Conclusion

The present study aims to find out the influence of certain demographic variables like gender, location, subject, Type of school type of family, marital status, religion and community. The mean score of M- Learning awareness of the high school teachers shows a moderate level. It is concluded that there is no significant difference between community and subject and M- Learning awareness. It is also inferred there is a significant difference between that gender, location, type of family, marital status, religion and type of management and M- Learning awareness.

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SELF EFFICACY AND ACADEMIC ACHIEVEMENT OF COLLEGE STUDENTS

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Abstract

The present study is designed to understand the A study on self efficacy and academic achievement of college students. The sample consisted of 400 college students who were selected on the basis of simple random techniques is used in the study. The variables included were self efficacy and academic achievement. Data were collected from Thiruvannamalai district. Self – Efficacy Scale Constructed and Validated by Saileela .K (2012) and the College students semester marks have been taken from this college records and they are converted into percentage (%) for data analysis has been used in the present study. The result concluded that the College students attitude towards Tamil is moderate and the Self - efficacy is average. And also result reveals that College students have high achievement in the Semester marks.

Key words: Self efficacy and Academic achievement.

Introduction

Self-Efficacy

Beliefs can be defined as one's subjective knowledge, theories, and conceptions and include whatever one considers as true knowledge, although he or she cannot provide convincing evidence to support it (Pehkonen, 2001). Self-beliefs can be described as one's beliefs regarding personal characteristics and abilities and include dimensions such as self-concept, self-efficacy, and self-esteem. Self-efficacy is a self-appraised belief concerning one's competence to succeed in a task. It is supported that high self-efficacy functions as incentive for the pursuing of a goal; on the contrary, low self-efficacy functions as barrier that urges to avoiding the goal (Seiferd, 2004). Self-efficacy means that learners will be more likely to attempt, to persevere, and to be successful at tasks at which they have a sense of efficacy. When learners fail, this may occur because they lack the skills to succeed or because they have the skills but lack the sense of efficacy to use these skills well.

Achievement

Dictionary of Education (Good,1959) defines Academic achievement as "The knowledge attained and skill developed in the college subjects which are usually determined by test scores or marks assigned by the teacher or both". Tyler (1964) defines college achievement scores as the best predictive of future success of the students. Freeman (1969), "A test of educational achievement is one that is designed to measure knowledge, understanding or skills in a specified subject". Achievement tests are concerned with quality and quantity of learning attained is that particular subjects.

Need and Importance of Study

In all levels of education, it is essential to provide good Self - efficacy s for the students. And it is most essential to create, maintain, respect, feelings, control, regulate and develop Self - efficacy for healthy study habits Self - efficacy helps the students to learn, to participate, in cultural activity, social activity, recreation activity, communication, expression, adjustment, knowledge, behaviour etc. Hence the researcher wished to take the problem, "A Study on Self - efficacy of College students in relation to their achievement".



Statement of the Problem

Each and every student must understand the family conditions and problems. They should realise the necessity of maintaining the environment. Education is the best out come in the environment in which they live. Students need good Self - efficacy , only then they can learn properly. In Education, there is a direct relationship between Self - efficacy and Academic Achievement in terms of help by the family members, care by parents etc. Hence the problem may be stated as, "SELF - EFFICACY AND ACADEMIC ACHIEVEMENT IN COLLEGE STUDENTS ".

Objectives of the Study

To find out if there is any significant relationship between Self - efficacy and Academic Achievement of College students.

Hypotheses of the Study

There is any significant relationship between the college students Academic Achievement and Self - efficacy .

Method of the Study

Normative survey method has been used in this study.

Sample of the Present Study

400 College students had been selected as the sample for this study and the detailed description and distribution of the sample were given in the chapter-III of this dissertation.

Tools Used in the Study

Self - efficacy Scale by Saileela (2012). The detailed description of there tool and the seeing procedure were given in the chapter III of this dissertation.

Results

Table - 1
Correlation between Self - efficacy and Academic Achievement

	Academic Achievement
Self - efficacy	-0.059

Result shows that there is a negative correlation with Self - Efficacy and Academic Achievement.

Conclusion

The present study on Self - efficacy of College students in relation to their Achievement. The researcher framed objectives and hypotheses on the basis of the above contact. The research was carried out in Thiruvannamalai district (Tamil Nadu) 400 samples were selected randomly. A standard questionnaire was used to collect the relevant data. After collecting the data they were analyzed using statistical tools such as correlation analysis was used. The result concluded that the College students attitude towards Tamil is moderate and the Self - efficacy is average. And also result reveals that College students have high achievement in the Semester marks.

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A STUDY ON QUALITY OF WORK LIFE OF SCHOOL TEACHERS

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Abstract

The present study is designed to understand the A study on quality of work life of school teachers. The sample consisted of 311 school teachers who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were quality of life. Data were collected from Thiruvannamalai district. A scale for measuring Dr.S.P.Ahulwalia Teachers' Quality of work Life and Teachers' were the tool was used. The investigator through this study arrived at a conclusion that there is a positive relationship between Teachers' Quality of work life.

Key words: Quality of work life and Teachers.

Introduction

Quality of Work Life

The term Quality of work life is used to evaluate the general well-being of individuals and societies. The term is used in a wide range of contexts, including the fields of international development, healthcare, and political science. Quality of work life should not be confused with the concept of standard of living, which is based primarily on income. Instead, standard indicators of the Quality of work life include not only wealth and employment, but also the built environment, physical and mental health, education, recreation and leisure time, and social belonging.

Need and Significance of the Study

Achieving the National Goals for Schooling requires a high quality teaching workforce. Research confirms the common sense view that high quality teachers are the foundation of highly effective schools. For example, in its report what Matters Most: Teaching for America's Future, the US National Commission on Teaching and America's Future states categorically that "In terms of student achievement, the teacher is a more significant factor than any other kind of school resource" (1996: 6). Another American study by Professor Linda Darling-Hammond (Teacher Quality and Student Achievement: A Review of State Policy Evidence, 1999) found that: "teacher quality variables appear to be more strongly related to student achievement" than other factors and that "The findings of both the qualitative and quantitative analyses suggest that policy investments in the quality of teachers may be related to improvements in student performance". So, the investigator proposed to investigate the Teachers' Quality of work life.

Statement of the Problem

The problem taken up for this investigation may be stated as follows, "A Study on Quality of work life of school Teacher's " in Thiruvannamalai District.

Objectives of the Study

To study the relationship between Quality of work life and its dimensions namely mental, social, family, financial, emotional and physical health.

Hypotheses of the Study

There exist correlation between Teachers' Quality of work life and its dimensions namely Mental, Social, Family, Financial, Emotional and Physical Health.



Method of the Study

In the present study, Survey Method is employed to describe and interpret what exists at present. Survey method is useful when a researcher want to collect a data on phenomenon that cannot be directly observed. The present study intends to collect pertaining to the 'QUALITY OF WORK LIFE OF TEACHERS'. The data were collected using two questionnaires namely Teachers' Quality of work life.

Tool of the Study

To study a problem, one may use various devices. The selection of the right tool is important for successful research. The tool is an instrument, which is used to collect data from the sample. In the present study, two such tools were used by the researcher to collect the required information. They were namely, Teachers' Quality of work life Teachers' which are developed by the researcher under the guidance of the supervisor.

Sample of the Study

Population of the present study was Higher Secondary School Teachers in and around Thiruvannamalai district. The data were collected from 311 teachers drawn from sixteen schools at random. The sample was drawn at random.

Results

Table - 1
Results of Correlation Analysis between Teachers' Quality of Work Life and its Dimensions

Variables	r-Value	Level of Significance	Remarks
Mental Vs Quality of work life	0.774	P < 0.01	Very High Relationship
Social Vs Quality of work life	0.777	P < 0.01	Very High Relationship
Family Vs Quality of work life	0.818	P < 0.01	Very High Relationship
Financial Vs Quality of work life	0.768	P < 0.01	Very High Relationship
Emotional Vs Quality of work life	0.801	P < 0.01	Very High Relationship
Physical Health Vs Quality of work life	0.823	P < 0.01	Very High Relationship

From above Table, it is clear that,

1. The correlation between the dimension Mental and Quality of work life is highly positive (0.774) and significant.
2. The correlation between the dimension Social and Quality of work life is highly positive (0.777) and significant.
3. The correlation between the dimension Family and Quality of work life is highly positive (0.818) and significant.

4. The correlation between the dimension Financial and Quality of work life is highly positive (0.768) and significant.
5. The correlation between the dimension Emotional and Quality of work life is highly positive (0.801) and significant.
6. The correlation between the dimension Physical Health and Quality of work life is highly positive (0.823) and significant.

Conclusion

The investigator through this study arrived at a conclusion that there is a positive relationship between Teachers' Quality of work life. The teachers' should be satisfied with their Quality of work life in order to enjoy. Teachers should take necessary steps to improve their Quality of work life which is very important to make the teaching – learning process more productive.

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A STUDY ON TEACHING INTEREST AND UTILIZATION OF ICT AMONG TEACHER EDUCATORS

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Abstract

The present study is designed to understand the Teaching interest and utilization of ICT. The sample consisted of 450 teacher educators students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were teaching interest and utilization of ICT. Data were collected from Chennai district. The teaching interest questionnaire developed by Rajkumar's (2003) and utilization of ICT. marks scored By the teachers educators is collected from the school records. The correlation co efficient result shows that there is a positive relationship between teachers educators

Key words: Teaching interest and utilization of ICT.

Introduction

Interest in Teaching

Interest has been considered a great force in the teaching profession. The study on interest for teaching becomes the need of the hour. Interest is intimately related to attention. Interest has a very special role and place in the process of teaching. Interest is one of the conditions of learning, which both the teacher educators and the students must have and experience it so that teaching would be successful. Teacher educators prepare the students for future by imparting high levels of knowledge, competencies and skills for these being the very basic conditions for active citizenship, employment and social cohesion. Different subjects need different techniques coupled with skills, for effective teaching and learning process which draws out the expected learning outcomes. Teaching constitutes one of the major tasks of teacher educators. Interest, in general feeling which accompanies special attention to some content, an attitude characterized by focusing attention upon certain cognitive data. From the dictionary of education interest is the disposition to engage in activities that are appropriate to some definite object or act.

Utilization of ICT

In general, stress implies a physiological or psychological response to some aspect of the environment, which an individual perceives as exceeding personal resources. In fact, utilization of ICT identified the lack of time, work overload and high self-expectations to be among the most stressful aspects of their careers. Utilization of ICT in teaching appears to be a wide-spread cultural event. Utilization of ICT has been described as an epidemic which affects every occupation, profession and work place around the globe. Utilization of ICT has become increasingly common in teaching profession largely because of increased job complexities and increased economic pressure on the individuals. Stress in all dimensions is not necessarily bad. Although highly stressful situations invariably have dysfunctional consequences, moderate levels of stress, often, do serve some useful purposes. Some experts argue that the best and the most satisfying work, the employees do, is the work performed under moderate stress. Utilization of ICT varies from one person to another person, one occupation to another occupation and time. Utilization of ICT is defined as any adjective demand, which occurs in the workplace owing to the physical, mental or emotional factors that require coping behaviour.



Need and Importance of the Present Study

Education, in its formal mode, manifests many objectives requirements, methods and management systems. In the ever developing society, education becomes an inevitable source that help the individuals as well as the nations to keep moving towards attaining self sufficiency-be it material or intellectual. Ever since formal education system was introduced educationalists, educational institutions and nations started developing certain strategies to update the system of education covering all aspects of education-curriculum, methods, teacher education and evaluation methods. The development of any nation depends mainly on the quality of education offered and the status of teacher education. If only the teacher education agenda is strong enough to meet all the challenges, in the field of teaching, the aim of teaching would be perfect and purposeful. Teaching is not merely telling something but it should aim at imparting knowledge, rather make the learners understand, realize, experience and recognize the various ideas, facts, principles, philosophies, and truths without any difficulty or mental strain. This is possible, if the teacher educators are equipped themselves with adequate knowledge, skills, communication and a greater level of interest in teaching. Since education aims at modifying the behaviour of the learners and motivate them to think, act, react, and involve themselves in the process of learning, we need to have a good system of educational programmes.

A good educational system should incorporate two most important components-curriculum and a strong teacher education methodology. The curriculum followed, in a country, may include all the necessary subjects and methods relevant to the socio-cultural economical and religious traits of a particular society. Whereas the teacher education programmes need to have potential teaching force so as to achieve the objectives of offering education. If education decides the future of a society or a nation, the teacher education decides the expected learning out comes on the part of the learners. The present study, while aiming at highlighting the significance of the teacher educators' role in imparting knowledge, it tries to throw more light on the state of teacher educators working in government as well as private B.Ed. colleges who undergo severe pressures both from their management and from the learners sides, besides their own family, financial, and educational and personal backgrounds.

Statement of the Problem

The present study attempts to find out the Teacher educators utilization of ICT in relation to their interest in teaching. Hence, the present study is entitled "A STUDY ON TEACHING INTEREST AND UTILIZATION OF ICT AMONG TEACHER EDUCATORS"

Objectives of the Study

To study the significant relationship, if any, between Utilization of ICT and Interest in teaching of the total sample and its sub-samples.

Hypotheses of the Study

There is no significant relationship between Utilization of ICT and Interest in teaching of the total sample and its sub-samples.

Method of the Study

'Normative Survey' is the most commonly used approach to solve educational problems. It is generally used for the type of research that attempts to find out the normal or typical condition or practice at the present time. It is followed in studying the local as well as state, national and international aspects of education. It involves interpretation, comparison, measurement, classification and generalization as all are directed towards arriving at proper understanding and finding solutions to significant educational problems. Normative survey method provides information which carries heavy demand and is capable of rendering important service because:

- It determines the present trends and solves the current practical problems
- It secures historical perspective through a series of cross-sectional pictures of similar conditions at different times
- It suggests the course of future developments
- It helps to fashion many of the tools with which we do research
- It contributes to the advancement of knowledge

Normative Survey method study highlights and interprets what already exists in the present-existing conditions or relations, prevailing practices, beliefs and attitudes, etc.

Sample

A sample is simply a subset of the population. The sample must be representative of the population from which it was drawn and it must have good size to warrant statistical analysis. A total of 250 teacher educators working in the government and private B.Ed. colleges, situated in the districts of Thiruvannamalai, were selected as samples using the Random Sampling Technique.

Tools Used in the Study

- Utilization of ICT scale was constructed and validated by the Investigator and the Research Guide (2018).
- Interest in teaching inventory was constructed and validated by the Kulanthai Therasu (2016)

These tools have satisfactory indices of reliability and validity and used to assess and analyze the Utilization of ICT and Interest in teaching of teacher educators. The data are necessary for carrying out research. Investigation must be collected with the aid of special instruments or devices. The successful research represents a proper selection of tools. Utilization of ICT scale- constructed by the Investigator.

Results

Correlation Analysis

It may be recalled that the objectives of the present study include finding out the nature of relationship existing among the means of the utilization of ICT and interest in teaching. The following null hypothesis was formulated in order to find out if there is any significant relationship among the means of the utilization of ICT and interest in teaching.

Hypothesis 1

The following null hypothesis was formulated in order to find out if there is any significant relationship among the means of the utilization of ICT and interest in teaching scores.

“There is no significant relationship among the Teacher educators’ Utilization of ICT scores and Interest in teaching.”

For this purpose the Pearson’s product moment 'r' was computed and the details are given in table 1.

Table - 1

Correlation Co-Efficient (R) Among Utilization of ICT and Interest in Teaching

Variables	'r' value	Remarks
Utilization of ICT	0.051	NS
Interest in teaching		

The correlation co-efficient between utilization of ICT and interest in teaching of teacher educators is positive and not significant at 0.05 level. The above table shows that utilization of ICT and interest in teaching is significant and positively correlated.

Hypothesis 2

There is no significant relationship between Utilization of ICT of teacher educators and their Interest in Teaching with regard to sub- samples.

Table - 2
Co-efficient of Correlation between Utilization of ICT of Teacher Educators and their Interest in Teaching with regard to Sub-Samples

Variable	Groups	N	r calculated value	Significant at 0.05 level
Entire	Total	250	0.051	NS
Gender	Male	89	0.238	S
	Female	161	0.081	NS
Educational Qualifications	M.A. M.Ed.,	115	0.198	S
	M.Sc. M.Ed.,	85	0.254	S
	M. Phil/ Ph.D.,	50	0.092	NS
Marital Status	Married	131	0.065	NS
	Unmarried	119	0.271	S
Location of the College	Rural	135	0.221	S
	Urban	115	0.259	S
Type of Family	Nuclear family	183	0.213	S
	Joint family	67	0.100	S
Years of Experience	Below 5 years	34	0.150	S
	5-10 years	154	0.253	S
	10-15 years	62	0.278	S
	15 years and above	53	0.234	S
Monthly Income	Rs. 10000 and Below	158	0.275	S
	Rs.10,001 – Rs. 20,000	39	0.269	S
	Rs. 20,001 and above		0.025	NS

Table Value.098 at 0.05 level.

S – Significant NS - Not Significant

It is also evident from the table 2 that there is a positive and not significant relationship found between the utilization of ICT of teacher educators and their Interest in Teaching. The result shows that there is a positive and significant relationship between utilization of ICT of teacher educators and their **Interest in Teaching with respect to**

1. Gender (Male)
2. Educational Qualifications (M.A. M.Ed. /M.Sc. M.Ed.)
3. Marital Status (Unmarried)
4. Location of the College (Rural/Urban)
5. Type of Family (Nuclear family/Joint family)
6. Years of Experience (Below 5 years/ 5-10 years / 10-15 years/15 years and above)
7. Monthly Income (Rs. 10000 and below / Rs. 10,001 – Rs. 20,000) are significantly correlated.

But the sub samples

1. Gender (Female)
2. Educational Qualifications (M. Phil/ Ph.D.)
3. Marital Status (Married)
4. Monthly Income (Rs. 20,001 and above) are not significantly correlated.

Conclusion

Also the teacher educators experience high level of Utilization of ICT in their work. Further, the teacher educators have average level of Interest in teaching in their job. There is positive and no significant relationship between utilization of ICT and interest in teaching.

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STUDY PRACTICE AND ACADEMIC ACHIEVEMENT OF HIGH SCHOOL STUDENTS

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(Received 04th March 2019, Revised 06th March 2019, Accepted 08th March 2019)

Abstract

The present study is designed to understand the study practice and academic achievement of high school students. The sample consisted of 331 high school students who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were study practice and academic achievement. Data were collected from Thiruvannamalai district. The Study Practices inventory developed and standardized Patel B.V., (1975) is used to find the Study Practices of the IX students and half yearly examination marks for Achievement. The correlation co efficient result shows that there is a positive relationship between students' study practice and academic achievement.

Key words: Study practice and Academic achievement.

Introduction

Study Practices

Totality of study behaviour and practices in the following areas, calculated on the basis or responses to the Study Practices questionnaire. Although it is generally conceded that teaching student how to study should be one of the fore most purposes of the school. Modern needs emphasize the demand for improvement and for reshaping school practice towards securing it. Hence a comprehensive study of relationship between the achievement in school subjects and the Study Practices of high school students is a much felt need.

Academic Achievement

The second dependent variable achievement is defined by the dictionary of education as "the knowledge attained or skills in the school subjects usually designated by test scores or marks assigned by teachers or both". Carter V. Good (1956), for the purpose of this study, it had been defined as the performance of the targer groups in the half-yearly examination marks.

Need and Importance of the Study

Study means to apply one's mental capacities to the acquisition of knowledge. There is no magic key by which Study Practices can become suddenly and markedly improved. But there is no doubt that Study Practices can be improved step by step. Study Practices are very easy to improve and good habits are very important for the acquisition of knowledge. Education are inclined to expect a high degree of relationship between capacity and achievements. Researchers have shown that in the real of intellectual achievement, factors other than sheer capacity play important roles. Students do not enjoy school because they do not know how to study. Learning becomes a drudgery and even an average achievement causes an uphill task. In order to study effectively it is not only necessary for the subjects of study students to be interested in the subject of study, but it is also necessary for them to possess the knowledge of effective methods of study. One of the frequently reported problems is that of failure to master the effective learning methods. This is one of the major causes of wastage and stagnation in schools. The aim of every student is the greatest amount and highest of work in the shortest period of time. Even the most intelligent students cannot show



their best if they do not possess sound Study Practices. Since the efficient acquisition of knowledge depends on the methods of acquiring it is important and desirable that a probe into the Study Practices is made.

Statement of the Problem

The problem taken up for the study may be interpreted as an attempt to know the Study Practices and academic achievement of high school students.

Objectives of the Study

To find out the relationship between Study Practices achievement.

Hypotheses

There is a significant relationship between Study Practices achievement.

Method of Study

The research in the field of education is classified under three different broader categories, namely historical research, normative research and experimental research. In the present study normative survey research method is adopted. It involves describing, recording, analyzing and interpreting which are all directed towards a better understanding of the educational problems and finding solutions for them. The present investigation is made in the Thiruvannamalai District of the Tamil Nadu State.

Sample of the Study

331 high school students of High school students were chosen as a sample. The sample was selected at random.

Results

Table - 1
Correlation co-efficient for Study Practices and achievement

Variables	N	r	Significance at 0.01 level.
Study Practices	331	0.222	Significant
Achievement			

From the above table reveals the 'r' value for Study Practices and achievement scores has been calculated. The computed critical ratio is found to be 0.222. It is significant at 0.01 level. Therefore, the null hypothesis is rejected and the research hypothesis is retained.

Conclusion

Result concluded that there is a positive and significant relationship between study practices and achievement. This may be mainly due to home environment and planning, preparation for examination and school or college environment. Therefore, the above three areas need guidance. The duty of the teachers and parents help the students to develop good Study Practices at the formative age of pupils say the secondary level itself. Rural and government schools should provide extensive opportunities for students for wide reading, note taking, preparation for examinations, habits of concentration, developing favorable attitude towards study of school subjects, planning of work etc. Teachers should not use the lecture method or dictating notes to students; instead pupils should be encouraged for independent learning. Found out the result indicate the relationship between Study Practices and achievement.

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A STUDY ON AWARENESS ABOUT HUMAN RIGHTS OF COLLEGE STUDENTS

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(Received 04th March 2019, Revised 06th March 2019, Accepted 08th March 2019)

Abstract

The present study is designed to understand the A study on higher secondary students attitude towards the application of computer in Physics teaching subject in Thiruvannamalai District. The sample consisted of 300 arts and science college students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were social adjustment and academic achievement. Data were collected from Thiruvannamalai district. The Social Adjustment Inventory constructed and validated by Roma Pal (1985) and the performance of the target groups in the first semester examination marks for Achievement. The correlation co efficient result shows that there is a positive relationship between students' social adjustment and academic achievement.

Key words: Awareness about human rights and Students.

Introduction

Human rights are rights inherent to all human beings, whatever our nationality, place of residence, sex, national or ethnic origin, colour, religion, language, or any other status. We are all equally entitled to our human rights without discrimination. These rights are all interrelated, interdependent and indivisible. Universal human rights are often expressed and guaranteed by law, in the forms of treaties, customary international law, general principles and other sources of international law. International human rights law lays down obligations of Governments to act in certain ways or to refrain from certain acts, in order to promote and protect human rights and fundamental freedoms of individuals or groups.

Need and Importance of the Study

Human rights are a fundamental attitude of rights identity and empowerment, both for the individual and the group. An individual may use a particular rights at home, another in the neighborhood and the bazaar, and still another in certain formal domains such as education, administration, and the like. This is not only true of an individual but such patterns of selection of different rights for day to day use are revealed by the groups of populations as well. The concerns of the Indian rights during the 21st century are different from those of 20th century. The analyses of Indian human rights during the 19th and 20th centuries looked at it as a "problem" and tried to overcome this "problem." But, in the present 21st century, because of the systematic human rights policy initiatives of the past half a century. An individual usually has some mastery of his home rights, and the regional/state rights (when the home rights is different from the regional/state rights). In addition the rights of national and international rights, human rights, civil rights and constitutional rights, are also part of the rights repertoire of a sizeable number of Indians. We have begun to look at Human rights as an asset, consider it as a "resource" and try to make use of this "resource" for human rights and social development. Human rights is becoming a social phenomenon governed by the needs of globalization and cultural openness. Thanks to the ease of access to information facilitated by the Internet, individuals' exposure to multiple human rights is getting more and more frequent and triggering, therefore the need to acquire more and more human rights. People who speak several human rights are also called polyglots.



Unity within diversity is the unique culture of India. It is a secular nation. Its foreign policy is the all alignment. The constitution of India provides equal right to all people of India. It is a foreign secular and social demarcation country. India is a united nation. The people of India are varied from different casts, religion, region, period, human rights and culture. Though they are divided by different casts, Creed and religion they are united with one. This unity were testified by the revolt and war of our neighbouring nation. As Kothari Commission remarked in the Document that" the destiny of the nation decided in the class room". Hence the students attitude and responsibility are important aspect to achieve the unity in India. In India, linguistic diversity is not by accident, but it is inherited in the process of acquiring the composite culture of the nation. It is an integral part of the Indian composite culture".

The significance of attitudes is very great. They permeate our whole life and our self-concept is essentially the sum total of the attitudes by which we live. Thus a person who considers himself hard-working has a favourable attitude toward all those experiences and situations in which hard work is necessary, and a person who considers himself very clever tries to be clever in all situations. Therefore the cultivation of favourable attitudes toward those values and ideals which society cherishes and appreciates is the best way of promoting behaviour consistent with the accepted codes and mores of the social order. Promoting favourable attitudes toward work is to encourage students to work better and harder, and promoting favourable attitude toward a subject of study is to encourage him to pursue the study of that subject still further. Healthy favourable attitudes in any individual are an asset both to him and society and their development should be the major task of every college. From the point of view of learning attitudes are important in as much as they learning facilitate further and thus contain within themselves the source of further motivation. Keeping all these in mind the present investigation has been undertaken in order to study the "A study on awareness about human rights of college student".

Statement of the Problem

The present study intended to analyze the "A study on awareness about human rights of college student".

Method of the Study

Normative survey method is adopted in the present study. It seeks to obtain precise information concerning the current status of phenomena and to draw valid general conclusions from the facts discovered. This method of research attempts to describe and interpret what exist at present in the form of conditions, practices, process, trends, effects and attitude. In brief it is an attempt to analyse, interpret and reveals the present study. Random sampling technique was used to collect the data from 200 Students studying in Colleges of Education in Thiruvannamalai District.

Location of the Study

The present investigation was conducted in Thiruvannamalai district.

Sample of the Study

In the present study Random Sampling technique was used in the selection of samples of 200 College students. 200 students were selected from seven College located in Thiruvannmalai district. seven Colleges were selected randomly from Thiruvannmalai district. Among the selected colleges located in rural area and urban area were chosen. The details of the subsamples are given in chapter III of this study.

Objectives of the Study

To find out the awareness about human rights among College students

Hypotheses of the Study

Awareness about human rights among College students is high.

Tools Used

The following scale was used in this study. Awareness about human rights (ATHRI) inventory constructed and validated by Darcia Narvaez (2006) were used.

Results

Descriptive analysis Awareness about human rights of college students'

The scores obtained by the students were analyzed. The mean and standard deviations of whole sample and different groups are presented in Table .1

Table - 1

Means and Standard Deviations for Awareness about Human Rights of College Students' of whole sample and different groups

Demographic Variable	Sub sample	N	Mean	SD
Entire		200	106.98	39.73
Gender	Male	75	106.27	39.86
	Female	125	107.41	39.80
Location of College	Rural	99	104.39	39.67
	Urban	101	109.51	39.81
Age	Below 30 years	49	98.16	38.66
	Above 31 years	151	109.84	39.77
Type of family	Nuclear family	79	110.17	41.75
	Joint family	121	103.18	45.23
Religion	Hindu	80	104.63	39.26
	Muslim	52	102.40	40.50
	Christian	68	113.25	39.47
Community	OC	42	100.24	40.69
	BC	44	102.50	39.42
	MBC	67	112.30	38.58
	SC/ST	47	109.62	40.67
Marital status	Married	61	97.64	37.89
	Unmarried	139	111.12	39.94

It is clear from Table 1 that the mean value of whole sample is 106.98 and it shows that the awareness about human rights of College students' of the students is average. Among the different groups, female have secured more mean value (107.41) than that of male (106.27). Rural and urban College students have secured same mean scores (104.93) and (109.51). As regards the age groups of College students, above 31 years age group students have secured higher mean score (109.84) than that of below 30 years age group students (98.16). Nuclear family of students has secured higher mean value (110.17) than that of joint family students (103.18). Christian religion students have secured higher mean value (113.25) than that of Hindu (104.63) and Muslim (102.40) religion students. MBC community students have obtained greater mean value (112.30) than OC (100.24), BC (102.50) and SC/ST (109.64) community students. Regarding the unmarried students has secured higher mean value (111.12) than that of married (97.64) students.

Conclusion

The present study has provided comprehensive information about awareness about human rights of College students. The results of the study revealed that the College students have average level attitude of college students' in human rights. Age, marital status, nuclear family and joint family are differ significantly in their awareness about human rights of College students'. Further, rural and urban, male and female,

religion and community are do not differ significantly in their awareness about human rights of College students scores.

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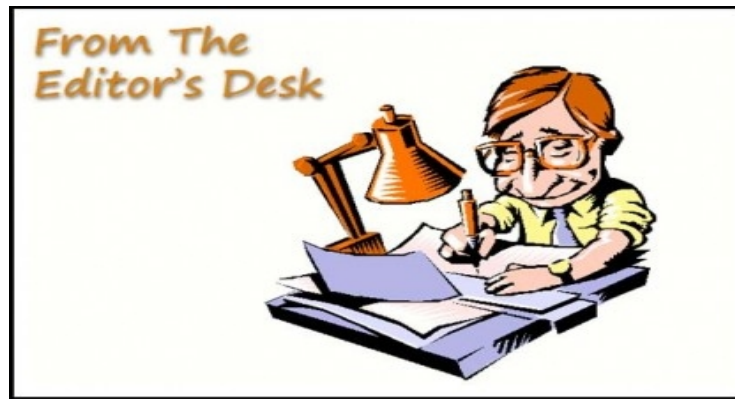
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Dear Reader,

It gives me great pleasure in uploading and publishing the March, 2019 Special Issue of the Journal of Contemporary Educational Research and Innovations (JCERI), it deals with contemporary researches in education related to methodology of teaching of various subjects, Correlates of achievements, Psychological and Sociological relations of Education at the level of Schools, Colleges and Universities. The review committee has finalized 16 papers for publication in this issue. Hope these papers will be very useful for many researchers and teachers in the field of Education.

A Study on Relationship between Adjustment and Social Maturity among B.Ed. Students, Attitude towards Women's Education among B.Ed. Teachers, A Study on Interpersonal Intelligence of Higher Secondary Students, Bullying among Adolescent Students in relation to Self-Concept, A Study of IX Standard Students Reading Comprehension in Tamil, A Study on Moral Values among Higher Secondary School Students, A Study of Higher Secondary School Students Class Room Climate in Relation to Organisational Climate, Mental Health of Primary School Teachers in relation to their School Environment, Emotional Intelligence and Personality of High School Students, A Study of Social Adjustment and Academic Achievement of Arts and Science College Students, A Study of Social Intelligence and Social Adjustment of Secondary School Students in Thiruvannamalai District, Impact of Stress Depression on Academic Achievement of Higher Secondary Students, A Study on Higher Secondary Students Attitude towards the Application of Computer in Physics Teaching Subject in Thiruvannamalai District, written by the Scholars and Teacher Educators have been included in this issue of the journal. I hope, the articles included in this issue would enrich the knowledge of learners and provide a broad base to their research / learning. I am happy and I take this opportunity to thank all the contributors for having provided support through their contributions.



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A STUDY ON RELATIONSHIP BETWEEN ADJUSTMENT AND SOCIAL MATURITY AMONG B.ED. STUDENTS

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Abstract

The present study is designed to understand the A study on relationship between adjustment and social maturity among B.Ed., students. The sample consisted of 600 B.Ed., college students who were selected on the basis of correlational analysis, simple random techniques is used in the study. The variables included were adjustment and social maturity. Data were collected from Thiruvannamalai district. 1.The study Social Maturity inventory Dr. Nalini Rao 2.Anastasi, A (1968) Adjustment Inventory score in B.Ed. students for used in this study. The correlation coefficient result shows that there is a positive relationship between students' adjustment and social maturity.

Key words: Adjustment and Social maturity.

Introduction

Social Maturity

The compelling need for a practical measure to assess the maturity outcomes of school going population can best be estimated in the light of paucity of such essential measuring instruments. The social maturity scale was developed with a view to achieve two practical goals. The first was attain a theoretical backdrop which has the prospect of ensuring an operational concept of social maturity with its social and individual relevance

Adjustment

Patty & Johnson (1953) viewed adjustment as “ the process of living itself, the dynamic equilibrium of the total organism or personality”. It is a dynamic process that occurs as the individual lives in his home, takes education, does some job and interacts with people. The important are of personality adjustment are home adjustment, health adjustment, social adjustment, emotional adjustment, and educational adjustment. Adjustment is the act of establishing a satisfactory psychological relationship between the individual and the environment. Adjustment is a state of life when an individual is more or less in harmony with personal, biological social and psychological needs and with the demands of the physical environment.

Need and Significance Of the Present Study

Good social maturity brings satisfaction to the individual concerned and social maturity also becomes the means by which the society can advance. The social maturity of a child is now being recognized as precious sources of development and survival of man. This study may also help teachers to understand socio economic students and there by the teachers can conduct guidance and counseling for better social maturity. Many adjustment problems more or less peculiar to the college students contribute to the forces which interfere with adjustment.

In order to be sure that adjustment is really present, one must be able to identify the adjustment, a version is experiencing and what he is worried about. Obviously infants and very young children cannot talk about their feelings, but their behaviour in certain situations often makes it clear that they are indeed anxious. Thus adjustment is present in children though they are themselves unable to describe their many problem.



Statement of the Problem

The present study is intended to analyse “A study on relationship between adjustment and social maturity among B.Ed. students”.

Methodology

In order to realize the above said objective normative survey method was adopted. A normative survey method study describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. such investigations are termed in research literature as descriptive survey or normative survey.

Sample of the Study

The sample is to be selected very carefully and it should enable the researcher to draw meaningful conclusions and generalizations. In such case, the sample should be adequate and must be a true representative of the population. By keeping in mind these objectives, the investigator has adopted the following procedure.

1. The sample selected from the total population was 600, first year B.Ed. students.
2. The sample was selected according to the principle of random sampling technique.

Objectives

To find out the relationship between social maturity and adjustment.

Hypotheses

There is a significant relationship between social maturity and adjustment of B.Ed. students.

Tools Used

The study Social Maturity inventory Dr. Nalini Rao and Anastasi, A (1968) Adjustment Inventory score in B.Ed. students for used in this study.

Results

The relationship between social maturity and adjustment scores were analysed using the method of Pearsons product moment co-efficient of correlation.

Social maturity and adjustment

One of the variables which is likely to influence social maturity it adjustment. The relationship between social maturity scores and adjustment scores were analysed using the method of Pearsons product moment coefficient of correlation. The results are presented in table.

Table - 1

Pearsons product moment correlation coefficient for Social Maturity and Adjustment

Sl.No.	Variable	N	r	Level of Significance
1.	Adjustment	600	0.31	0.05
2.	Social maturity			

The 'r' value obtained is 0.31 and it was tested for significance. The obtained correlation value 0.31 is found to be higher than the table value. It indicates that there is a positive significant relationship between social maturity and adjustment. Therefore the null hypothesis is rejected and the research hypotheses is accepted. It is concluded that better adjustment leads to high social maturity.

Conclusions

The present study aims to find out the social maturity of B.Ed. students as related adjustment. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out in 600 samples based randomly. A questionnaire constructed by R was used to collect the relevant data. After collecting the data they were analyzed using statistical tools such as t-test, ANOVA and Correlation. The result concluded that students have more social maturity and adjustment at high school level.

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ATTITUDE TOWARDS WOMEN'S EDUCATION AMONG B.ED., TEACHERS

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Abstract

The present study is designed to understand the Attitude towards women's education among B.Ed., teachers. The sample consisted of 160 B.Ed., teachers who were selected on the basis of differential analysis, simple random techniques is used in the study. The variables included were attitude towards women education. Data were collected from Thiruvannamalai district. "Attitude towards Women Education Scale" constructed by the S. Daisyrani (2010) was used. The result concluded that there is a significant difference in attitude towards women education by women teachers on the basis of age and designation.

Key words: Attitude towards women's and Teachers.

Introduction

Attitude Towards Women Education

The status of women in India has been subject to many great changes over the past few millennia. From equal status with men in ancient times through the low points of the medieval period, to the promotion of equal rights by many reformers, the history of women in India has been eventful. In modern India, women have held high offices in India including that of the President, Prime Minister, Speaker of the Lok Sabha and Leader of the Opposition. As of 2011, the Speaker of the Lok Sabha and the Leader of the Opposition in the Lok Sabha (Lower House of the parliament) were women. However, women in India continue to face atrocities such as rape, acid throwing, dowry killings, and the forced prostitution of young girls.

Need for the Present Study

Basically teaching is said to be an interesting profession. Teachers are the creators of the modern world and shape the career of the succeeding generation is with the hands of the teaching community of today. They are not only leading the student community in the class room they are also acting as the primary motivators for the fellow members of the society. To discharge these functions the modern teacher is expected to be stress free and have good adjustment in their profession. Of all the human factors in the school system, the teachers occupy key position because they are the only important people. They occupy a good position in building the human and nation. If teachers are to succeed in adopting an imaginative approach, it is essential that they should take a deep genuine stress free and well adjustment to their work. Their teaching is bound to be different which may create difficult problems for themselves and for their institutions. Teachers of course have a right and a duty to demand better pay and conditions of services but at the same time they have also a responsibility to perform their duties with diligence and discipline.

Objectives of the Study

To study the attitude towards women education by women teachers on the basis of the following variables

- Age
- Designation



Hypotheses of the Study

1. There is a significant difference of attitude towards women education by women teachers on the basis of age.
2. There is a significant difference of attitude towards women education by women teachers on the basis of designation.

Methods of Research

Method adopted

Normative survey method is adopted in this study. Random sampling method was used suitable for the collection of data, lot method.

Sample of the Present Study

For the purpose of the present study 160 women teachers in various school of Thiruvannmalai District. have been selected in the manner described in the following paragraphs. To fix the size of the sample for the study, the investigator has followed the guidelines given by the sampling technique. The minimum size of the sample fixed for this population as per considering the geographical conditions involved in the present study the investigator decided to take a sample of 160 women teachers based on the random sampling techniques by giving appropriate weightages to all aspects.

Tools Description

"Attitude towards Women Education Scale" constructed by the S. Daisyrani (2010). Have investigator use the five point scale (15 items). The scores are given as 1,2,3, 4and 5 respectively.

Results

Hy: There is a significant difference of attitude towards women education by women teachers on the basis of age.

Table - 1

Mean, SD and F-test for attitude towards women education by women teachers on the basis of Age

Age	N	Mean	SD	F-value	Level of significance
18 to 28 Years	26	44.54	4.95	3.775	Significant
29 to 38 Years	51	47.82	5.07		
39 to 48 Years	53	42.70	5.90		
49 Years and Above	30	47.87	6.10		
Total	160	46.61	5.58		

The calculated F-value (3.775), which is significant at 0.01 level, confirms that there is a significant difference in attitude towards women education by women teachers on the basis of age. Hence the stated hypothesis is accepted.

Hy: There is a significant difference of attitude towards women education by women teachers on the basis of designation.

Table - 2

Showing Mean, SD and F-test for attitude towards women education by women teachers on the basis of designation

Designation	N	Mean	SD	F-value	Level of significance
Operation Level Management	72	45.39	5.83	3.895	Significant
Middle Level Management	70	47.94	5.26		
Top Level Management	18	46.28	4.82		
Total	160	46.61	5.58		

The calculated F-value (3.895), which is significant at 0.01 level, confirms that there is a significant difference in attitude towards women education by women teachers on the basis of designation. Hence the stated hypothesis is accepted.

Conclusions

Management is not an end in itself. It is an organ of the business enterprise. And it consists of individuals. The first requirement for a successful women teachers is effective stress Management, since it is not possible to avoid the factors leading to stress and also the emotions are ruling our health, the best way to combat stress is to relax. Take the foot off the accelerator and drift a bit. Ironically many go through the phase of stress unaware of the existence or accepting it as a part of the life and are in the process of seeking a way out. "What we live with we learn we practice, and what we practices we become, and what we become has consequences. And almost always when we become has little to do with what we were meant to be". An women teachers has to learn to face stress and prepare himself by preparing his mind and also by positive thinking. Therefore, stress management training programmes are needed for women teachers to help them either to reduce or cope up with situations, so that they can become more effective persons.

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A STUDY ON INTERPERSONAL INTELLIGENCE OF HIGHER SECONDARY STUDENTS

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Abstract

The study aimed to know the higher secondary students interpersonal intelligence. For that the researcher framed some objectives and hypotheses. The sampling method for the study is random sampling. The size of the sample is 397. They are all taken from 6 schools. After collecting the data, they are all coded using coding sheet and Interpersonal intelligence questionnaire developed by Varshika M Bhana, 2002 was used. Further, the data are analysed using standard statistical tools, such as ANOVA, and t-test. The result concluded that the students interpersonal intelligence is higher level.

Key words: Interpersonal intelligence and Students.

Introduction

The development of interpersonal intelligence starting from an early age is beneficial for someone to be able to solve various problems in life and be able to produce goods or services that are useful in various aspects of life. So, if the intelligence does not develop at an early age, it will arise various problems for the future. This phenomenon occurs in India today which is already fragile sense of social solidarity among fellow, mutual suspicion, do not respect each other, selfish, individual interests, etc. The riot occurs among tribes, races and religions. And the riot also happens among students, among community groups, and so forth. More ironic is the moral and religious values are not used as guidelines in our daily lives.

Need and Significance of the Present Study

Good interpersonal brings satisfaction to the individual concerned and interpersonal also becomes the means by which the society can advance. The interpersonal of a child is now being recognized as precious sources of development and survival of man. This study may also help teachers to understand socio economic students and there by the teachers can conduct intelligence for better interpersonal. Many intelligence more or less peculiar to the school students contribute to the forces which interfere with intellectual strength. In order to be sure that intellectual strength is really present, one must be able to identify the interpersonal intelligence, a version is experiencing and what he is worried about. Obviously infants and very young students cannot talk about their feelings, but their behaviour in certain situations often makes it clear that they are indeed anxious. Thus interpersonal intelligence is present in students though they are themselves unable to describe their many problem.

Statement Of Problem

A study on "INTERPERSONAL INTELLIGENCE OF HIGHER SECONDARY SCHOOL STUDENTS" is the statement of the problem selected for the present study.

Design of the Study

A research design is highly essential and it is inevitable as a blue print. In the present investigation survey method is employed.

Location of the Study

The present investigation was conducted in the Thiruvannamalai district.



Sample of the Study

The sample is to be selected very carefully and it should enable the researcher to draw meaningful conclusions and generalizations. In such case, the sample should be adequate and must be a true representative of the population. Out of 397 students selected as sample for the present study. By keeping in mind these objectives, the investigator has adopted the following procedure.

1. The sample selected from the total population was 397 higher secondary students.
2. The sample was selected according to the principle of random sampling technique.

Objectives of the Study

1. To find out the significant difference exists between Interpersonal intelligence and gender of the Student.
2. To find out the significant difference exists between Interpersonal intelligence and Group of the student.

Hypotheses of the Study

1. There is no significant difference exists between Interpersonal intelligence and gender of the Student.
2. There is no significant difference exists between Interpersonal intelligence and Group of the student.

Tools Used in the Study

The present study is interpersonal intelligence. The following tool were used for the present study.

Results

Differential Analysis of Interpersonal Intelligence

Gender and Interpersonal intelligence

To find out the significance difference between the mean of male and female' in their interpersonal intelligence 't' was applied and the results are presented in table 1

Table - 1

Showing t-test for interpersonal intelligence of Higher Secondary Students on the basis of Gender

Gender	N	Mean	Standard deviation	t-test	Level of significance
Male	208	61.35	16.75	8.24	(S) 0.01 level
Female	189	74.90	17.90		

The t-value is found to be 8.24 and it is higher than the table value of 1.96 at 0.01 level. Hence it is significant at 0.01 level. Here null hypothesis is rejected and research hypothesis is accepted. To sum up male and female differ significantly in their interpersonal intelligence.

Academic / Vocational and Interpersonal intelligence

To find out the significance difference between the mean of academic and vocational in their interpersonal intelligence 't' was applied and the results are presented in table 2

Table - 2

Showing t-test for Higher Secondary Students interpersonal intelligence on the basis of group of study (Academic / Vocational)

Group	N	Mean	Standard deviation	t-test	Level of significance
Academic	210	71.32	18.10	4.29	(S) 0.01 level
Vocational	187	63.85	16.58		

The t-value is found to be 4.29 and it is higher than the table value of 1.96 at 0.01 level. Hence it is significant at 0.01 level. Here null hypothesis is rejected and research hypothesis is accepted. To sum up academic and vocational differ significantly in their interpersonal intelligence.

Conclusion

The study aimed to know the higher secondary students interpersonal intelligence. For that the researcher framed some objectives and hypotheses. The sampling method for the study is random sampling. The size of the sample is 397. They are all taken from 6 schools. After collecting the data, they are all coded using coding sheet. Further, the data are analysed using standard statistical tools, such as ANOVA, and t-test. The result concluded that the students interpersonal intelligence is higher level. The result also concluded that other demographic characters, female students have high level of interpersonal and better intelligence. Academic group student have high level of interpersonal and good intelligence.

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BULLYING AMONG ADOLESCENT STUDENTS IN RELATION TO SELF-CONCEPT

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Abstract

The present study is designed to understand the bullying among adolescent students in relation to self-concept. The sample consisted of 384 adolescent students who were selected on the basis of differential analysis, simple random techniques is used in the study. The variables included were bullying and self concept. Data were collected from Thiruvannamalai district. A scale for measuring adolescent students Adolescent Peer Relations Instrument-Bully/Target (APRI) and Self-concept scale by Muktha Rani Rastogi (1979) was used. The result concluded that students self concept is significantly related to their bullying.

Key words: Bullying and Self-Concept.

Introduction

Bullying

Bullying experienced by adolescent students in school is the focal point of all national and international studies as bullying tends to involve a gradual increase of violence and even some fatalities. Bullying is a conscious, aggressive, repeated act over time where imbalance of power is practiced to hurt the feelings of the recipient. An individual's suppressed emotions are expressed physically, socially and psychologically the upshot is ill health to psychological trauma.

Bullying is an antisocial behaviour that can demoralize the quality of school environment affect students' social and academic performances, causes the emotionally disturbed victim into mental illness. The target of bullying is to cause distress in some compartment and usually takes place on daily basis among children who are not friends acknowledged by Olweus (1994). Craig, et al. (2000) stated that bullying has a dynamic of its own involving the person who bullies; the individual who is bullied and bullying is most prevalent during periods of low teacher ratio to students.

Self-Concept

"The self is something of which we are immediately aware. We think of it as the warm, central, private region of our life. As such it plays a crucial part in our consciousness in our personality and in our organism. Thus, it is some kind of core in our being". The sense of self-concept based on faith, understanding love and solidarity with the world is of foremost importance in one's life. Self-concept is one of the basic ingredients of healthy personality.

Self-concept refers to the experiences of one's 'own-being'. It includes what people came to know about themselves through experience, reflection and feedback from others. Self-concept is an organised cognitive structure comprised of a set of attitudes, beliefs and values that cut across all facts of experience and action organizing and tying together the variety of specific habits, abilities outlooks, ideas and feedings that a person displays.

Need and importance of the present study

Self concept brings satisfaction to the individual concerned and adjustment also becomes the means by which the society can advance. The self concept of a child is now being recognized as precious sources of development and survival of man. This study may also help teachers to understand socio economic



students and there by the teachers can conduct guidance and counseling for better bullying. Many adjustment problems more or less peculiar to the students contribute to the forces which interfere with achievement. In order to be sure that achievement is really present, one must be able to identify the achievement, a version is experiencing and what he is worried about. Obviously infants and very young children cannot talk about their feelings, but their behaviour in certain situations often makes it clear that they are indeed anxious. Thus achievement is present in children though they are themselves unable to describe their many problem.

Understanding adolescent students' bullying in school is extremely essential as it provides opportunity for them to perform well in their academic activities. Adolescent students' bullying also rather harms their image of them which in turn affects their normal functioning. These kinds of behavior create negative repercussions in their future and therefore the present study is significant. And knowing students' bullying is important because this will not only harm their own performance but also the performance in others. In addition the present investigation is significant that this would provide some valuable information and help plug in loopholes in the previous studies.

Statement of the Problem

The problem of the study has been stated as "Bullying among adolescent students in relation to self-concept".

Objectives of the study

To find out the relationship between bullying and self-concept of adolescent students.

Hypotheses of the study

There is no significant relationship between bullying and self-concept of adolescent students.

Design of the study

The research design is highly essential and it is inevitable as a blue print. The present investigation normative survey method is employed

Sampling technique

Simple random sampling technique has been used in the selection of the eight schools. In the present investigation a sample of 384 students of XI standard was selected from these eight schools in Thiruvannamalai District. Out of 384 students, 286 were from government schools students, 98 were from private school students. The number of boys students were 191 and girls students were 193.

Shows the research para diagram

Variables	Self-concept	Bullying
Tool	Self-concept scale by Muktha Rani Rastogi (1979)	Adolescent Peer Relations Instrument-Bully/Target (APRI)
Sample	XI standard students	XI standard students

Results

Table - 1

Showing the correlation between self-concept and bullying of entire Sample

Variables	'r'- value
Self Concept	0.426
Bullying	

Conclusions

The study is aimed of studying the adolescent students self concept and bullying. For that the researcher framed suitable objectives and hypotheses. The sampling method for the study is simple random sampling. The size of the sample is 384. After collecting the data, they are all coded using coding sheet.

Further, the data are analysed using statistical techniques, such as t-test, F-ratio and correlation. The result concluded that students self concept is significantly related to their bullying. Therefore measures to improve self concept are essential in enhancing bullying.

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A STUDY OF IX STANDARD STUDENTS READING COMPREHENSION IN TAMIL

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Abstract

The present study is designed to understand the A study of IX standard students reading comprehension in Tamil. The sample consisted of 240 IX standard students who were selected on the basis of differeical analysis, simple random techniques is used in the study. The variables included were comprehension Tamil. Data were collected from Thiruvannamalai district. A scale for measuring IX standard students reading comprehension in Tamil, constructed by Dr. A. Selvoaraj Gnana Guru was used. The result concluded that students have average reading comprehension of IX standard students in Thiruvannamalai district.

Key words: Reading comphehension and Students.

Introduction

Reading Comprehension the burning crisis that grips every youth is the poor reading comprehension ability. At the same time there is a remarkable increase in the browsing of information. Reading is the process of thinking, evaluating, judging and imaging. This refers to the process of identification of symbols and figures and giving appropriate association and meaning. Reading includes two basic processes of decoding and comprehension. The decoding process involves resilience on using words, phonological structure, understanding the phonemegraphime relationships and translating printed words into representations of similar to oral language. The decoding skill enables the reader to pronounce words correctly. Comprehension skills enable the learner to understand the meaning of words in isolation and in context. Reading is a process of recognizing and understanding words and ideals. It helps in understanding the general organization, reading content and related sub-skills.

Need and importance of the study

The ability to read is recognized generally as one of the most important skills that a person can have reading is important not only to the individual, it possess also great social significance. Man's cultural and social heritage is transmitted from generation to and is comunized readily from one individual to another by means of permanent printed records. Next to the teacher, the textbook is usually the principal educative agency contributing pupils, academic success. The knowledge contained in the textbook is useless to pupils, if they cannot have the ability to read, and to comprehend the printed books is a prerequisite to academic success. .

It is a generally felt that pupils lack knowledge in the following areas.

1. Word recognition
2. Recognition of words in the context
3. Recognition of reversible words context
4. Recognition of beginning sounds
5. Volume of voice testing
6. Sound testing

The mistakes of the above kind tend to prohibit them to master other topics in the subject. Thus it is imperative for the purpose of promoting the learning of reading all subjects as well as to learn the problem



of reading disabilities, the teacher should know the weak spots in pupils. Knowledge of a word helps the teacher to provide suitable learning experiences. Despite this very few attempts have been made in this part of the country to achieve the reading disabilities and perhaps the present attempt is a pioneer in this time.

Statement of the Problem

The problem taken up for this investigation may be stated as follows: "A study of IX standard students Reading Comprehension in Tamil".

Objectives of the present study

- To find out if there is any difference among the following sub-samples with respect to the reading comprehension in Tamil of high school students. (Gender and Type of school).

Hypotheses

- There is a significant difference between the reading comprehension in Tamil among IX standard students on the basis of gender.
- There is a significant difference between the reading comprehension in Tamil among IX standard students on the basis of type of school.

Method of the study

In the present study the researcher has followed the normative survey method.

Sample of the present study

For the purpose of the present study 240 students constitute the sample. To fix the size of the sample for the study, the investigator has followed the guidelines given by the sampling technique. From the total number of students studying various subjects in schools during the year, the investigator decided to take a sample of 240 students based on the random sampling techniques by giving appropriate weightages to all aspects.

Tool used

A scale for measuring IX standard students reading comprehension in Tamil, constructed by Dr. A. Selvaraj Gnana Guru, Department of Education, Annamalai University was used.

Results

Differential Analysis

Differential analysis is an important procedure by which the researcher is able to make inferences involving the determination of the statistical significance of difference between group with reference to selected variable. It involve the use of 'F' test and 't' test.

Hy: There is a significant difference between the reading comprehension in Tamil among IX standard students on the basis of gender.

Table - 1

Showing Mean, SD and t-test for reading comprehension in Tamil among IX standard students on the basis of gender

Gender	N	Mean	SD	t-value	Significant/Non-Significant
Male	140	57.06	20.10	7.970	Significant
Female	100	76.87	18.15		

The calculated t-value (7.970), which is significant at 0.01 level, confirms that there is a significant difference in reading comprehension in Tamil among IX standard students on the basis of gender. Hence the stated hypothesis is accepted. To sum up male and female differ significantly in their reading comprehension in Tamil.

Hy: There is a significant difference between the reading comprehension in Tamil among IX standard students on the basis of type of school.

Table - 2
Showing Mean, SD and t-test for reading comprehension in Tamil among IX standard students on the basis of type of school

Type of school	N	Mean	SD	t-value	Significant/Non-Significant
Government	160	58.50	21.21	8.614	Significant
Private	80	78.95	15.03		

The calculated t-value (8.614), which is significant at 0.01 level, confirms that there is a significant difference in reading comprehension in Tamil among IX standard students on the basis of type of school. Hence the stated hypothesis is accepted. To sum up government and private school differ significantly in their reading comprehension in Tamil.

Conclusion

The present study aims to find out the study on IX standard students reading comprehension in Tamil in Thiruvannamalai district. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out in 240 samples based randomly. After collecting the data they were analyzed using statistical tools such as t-test. The result concluded that students have average reading comprehension of IX standard students in Thiruvannamalai district.

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A STUDY ON MORAL VALUES AMONG HIGHER SECONDARY SCHOOL STUDENTS

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Abstract

The present study is designed to understand the "A study on moral values among higher secondary school students. The sample consisted of 300 higher secondary school students who were selected on the basis of Mean medium and mode, simple random techniques is used in the study. The variables included were moral values. Data were collected from Thiruvannamalai district. The researcher used the tool developed by T. Padmanaban (1992) students Moral Value inventory. It is concluded that the Moral Value pattern of higher secondary school students is quite satisfactory.

Key words: Moral values and Studetns.

Introduction

Moral Value literally by mean something that has a price, something precious, dear and worth while; hence something one is ready to suffer and sacrifice for. In other words Moral Values are a set of principles or standards of behaviour. Moral Values are regarded desirable; important and held in high esteem by a particular society in which a person lives. Thus Moral Values give meaning and strength to a person's character by occupying a central place in his life. Moral Values reflect one's personal attitude and judgments, decisions and choice, behaviour and relationship, dreams and vision. They influence our thoughts, feelings and actions. They influence our thoughts, feelings and actions. They guide us to do right things. Moral Values are the guiding principles of life which are conducive to all round development. They give direction and firmness to life and bring joy, satisfaction and Peace to Life. Moral Values are like the rails that keep a train on the track and help it move smoothly, quickly and with direction. They bring quality to life. People especially the young, are confused about their Moral Values and Moral Value system. They are facing Moral Value conflicts and dilemmas. This is mainly due to the dramatic and far reaching socio-cultural and political changes that are taking place in our country and in other Tamil Medium of the world. Besides these, there is breakdown of traditional Moral Values proper replacement, lack of adequate role models, conflicting ideologies and double standards practiced by people in position of power and influence. According to the role of cognitive process in Moral Value development and applied a structural approach. He believed that the child progression from sensory to pre operational, to concrete operational and finally to formal operational thought has its counterpart in Moral Value development. Moral Value education is education for "becoming" and is concerned with the transformation of an individuals personality. As such it involves all three phases of personality - knowing, feeling and doing. A good programme of Moral Value education should seek to develop in the learner appropriate sensibilities in Moral Values, enable him to understand and appreciate the Moral Values of democracy, secularism, equality scientific temper, enable him to develop a concern and commitment for them and provide suitable opportunities for students to practice and live by these Moral Values.

Need for the Study

Education should inculcate among boys and girls Moral Values of co-operation and mutual regard, leadership, honesty and integrity, discipline and social responsibility these Moral Values have a special



significance in Indian society today, when young men and women are passing through a crisis of character. A proper inculcation of Moral Value-oriented education is therefore urgent need of the hour. Neglect of education in general and moral education in particular has been accepted in the "challenge of Education – A policy perspective". It further emphasized that the "Education is a national responsibility which is to transform a static society into one vibrant with a commitment to development and change". "The development of human resources is said to be the main function of education which through development of attitude, Moral Values, capabilities both of knowledge and skills, provides strength and resilience to respond to changing situation". Hence the investigator has chosen this area.

Title of the problem

The present study is intended to analyze the "A study on Moral Values among Higher secondary school students in Thiruvannmalai District".

Objectives

To find out the Moral Value pattern of Higher secondary school students.

Hypothesis

There is no uniform distribution of Moral Value among Higher secondary school students.

Method of study

The present study intends to measure the Moral Value pattern of higher secondary school students. In the present study the researcher employed normative survey method.

Sample

Random sampling technique was adopted. The sample comprises of 300 Higher secondary school students from two Tamil Medium and English Medium Thiruvannamalai district.

Tool Used

The researcher used the tool developed by T. Padmanaban (1992) students Moral Value inventory.

Results

Table - 1
Distribution of Moral Value scores

Moral Values	Mean	Median	Mode	S.D	Skewness	Kurtosis
Theoretical	58.26	59	59	6.94	-.43	0.55
Economic	44.77	45	43	6.60	.03	-0.15
Political	41.94	41	38	8.07	0.58	0.78
Social	57.86	58	50	7.72	0.44	-0.52
Aesthetic	50.18	50	49	7.06	0.44	1.2
Religious	47.17	47	50	8.55	0.13	0.72

The measures of central tendency namely mean, median and mode of theoretical Moral Values were 58.26, 59.00, and 59.00 respectively similarly for the economic Moral Values were 44.77, 45.00 and 43.00. Political Moral Values were 41.94, 41.00 and 38.00. Social Moral Values were 57.86, 58.00, and 50.00. Aesthetic Moral Value were 50, 18, 50.00 and 49.00 and religious Moral Values were 47.17, 47.00 and 50.00 (Vide Table 3). The standard deviation of the distribution in respect of Theoretical, Economic, Political, Social, Aesthetic and Religious were 6.94, 6.66, 8.07, 7.72, 7.06 and 8.55 respectively. On the whole the Moral Value patterns are above average.

Conclusion

The present study has provided comprehensive information about moral value among higher secondary school students. It is concluded that the Moral Value pattern of Higher secondary school

students is quite satisfactory. The rank order of the mean scores for the different Moral Values show that, they have highest score in Theoretical Moral Value and the lowest score in political Moral Value.

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A STUDY OF HIGHER SECONDARY SCHOOL STUDENTS CLASS ROOM CLIMATE IN RELATION TO ORGANISATIONAL CLIMATE

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Abstract

The present study is designed to understand the A study of higher secondary school students' class room climate in relation to organisational climate. The sample consisted of 393 higher secondary school students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were class room climate and organizational climate. Data were collected from Thiruvannamalai district. The investigator has used Rajkumar' classroom climate scale and organizational climate description questionnaire (CDQ) developed by Halplin and Croft. The correlation coefficient result shows that there is a positive relationship between students' classroom climate and organizational climate

Key words: Class room climate And Organisational climate.

Introduction

Classroom Climate

The education commission (64-66) has aptly stated in its report that destiny of India is being shaped in her/his classrooms. The shape undoubtedly will depend on what goes on in the classroom and how does it go. A well organized classroom with suitable teaching aids and methods can achieve better results. Learning situation is structured of learning takes place in a structured situated is called classroom where through certain procedures format learning is achieve. The classroom is not a mere aggregate of pupils. The classroom is a place exposed to our society's ways and values. Medley and Mitzel (1958) interpret classroom as a place where 1. teacher undertakes certain activities, 2. the pupils undertake certain activities. 3. certain kinds of group structure occur, 4. There is some emotional interplay, 5. Certain teaching aids are used.

Organizational climate

It means to bring in to existence. It is directly connected with planning and efforts. Made by the people. It is medium, through which goals on the objectives enhanced by the administration are achieved. It is two types formal and informal. The formal organizational are established by the external authority. An informal organizational grows out of a formal organizational otherwise on according of the interpersonal relationship of the group.

Need and Importance of the Study

The constraints and difficulties which stand in the way of having an ideal classroom in a developing country like India should he completed. We should identify the conditions necessary to influence the classroom setting. The interaction of the factors that take place in the classroom plays an important role as the classroom is a web of interaction in a particular way. This interaction forms the basis for the prevailing environment in any classroom. The environment provides a network of forces and facts which engulf and play on the individual of any classroom. Some individual may resist this network and some rare individual completely avoid or escape from these force. The environment is a shaping and reinforcing forces which acts on the individuals learning. At the same time every individual becomes the part or the component of the environment. This holds many a food for any classroom. Practice in education should place emphasis in



creating a good environment in the classroom leading to establish conditions which enables teachers and consequently their words to develop their potentials. It is imperative to consider the interaction between the teacher and the pupil, teaching and learning, availability and utilization of instructional aids, discipline control, situation and facility available etc., It is believed that the different climate will have different effect on the achievement of pupils. That is if one moves from classroom to classroom he finds that conditions differ. Hence the investigation has chosen the present problem.

Statement of the Problem

In the view of idea discussed earlier it is felt that different classroom climate will have different effect on the organizational climate. The present problem chosen by the investigator to study is entitled. "A study of higher secondary school students class room climate in relation to organisational climate". The investigation is interested to study the classroom climate and its relationship with organizational climate of high pupils in Thiruvannamalai District.

Objective of the Study

To find out the relationship between class room climate and organizational climate of higher secondary students in Thiruvannamalai district.

Hypotheses of the Study

There is no relationship between class room climate and organizational climate of higher secondary students.

Method of Study

In the present study, the investigator has employed normative survey method of analyze the effect of classroom climate in relation to organizational climate of higher secondary school in Thiruvannamalai District.

Tools of the Present Study

The Kothari commission has clearly stated the importance of classroom climate playing a vital role in the behavioral changes of students. The investigator has used Rajkumar' classroom climate scale and Organizational Climate Description Questionnaire (CDQ) developed by Halplin and Croft has also used in this present investigation.

Results

Table - 1
Correlation between the Organizational climate and class room climate of entire sample

Class room climate	
Organizational climate	0.297**

** Significant at the 0.01 level

From the above table it may be found that there is significant relationship exists between the organizational climate and class room climate of the students (entire sample). There is significant positive and correlation. ($r=0.297$).

Conclusion

The main findings of the studies recommendations as well as suggestions for further research had given. The research has given many valuable and interested guidings in the field of Education. The researcher also feels that the guidings of their study helps the educationalists and executives to plan their future activities.

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MENTAL HEALTH OF PRIMARY SCHOOL TEACHERS IN RELATION TO THEIR SCHOOL ENVIRONMENT

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Abstract

The present study is designed to understand the mental health of primary school teachers in relation to their school environment. The sample consisted of 500 primary school teachers who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were mental health and school environment. Data were collected from Thiruvannamalai district. Mental Health Scale by Peter Becker (1989) and School environment inventory - standardized by Dr.Karuna Shankar Misra (2002). The correlation co efficient result shows that there is a positive relationship between primary school teachers mental health and school environment of primary school teachers.

Key words: Mental health and School environment.

Introduction

Mental Health

Mental health is a global term, which refers to that condition of an individual, which results from the normal organization, and functioning of an individual's mind. Personality Development is an important aspect in modern society. It aims at an overall positive expression of an individual for a very dynamic living in the society. Many studies have been conducted on mental health and personality development separately. A extensive work of Dongxian, Shufen and Guoliang (2008) did a study on the influence of mental health of teachers on the development of primary school teachers (in china), influenced the researcher and felt the need to investigate the teacher's mental health in relation to the personality development of primary school teachers in our country.

School Environment

Human beings are always immersed in a social environment which not only changes the very structure of the individual or just compels him to recognize facts but also provides him with a readymade system of signs. It imposes on him a series of obligations. Two environments home and school share an influential space in child's life and there exists a unique juxtaposition between the two (Tucker & Bernstein, 1979). According to Sagar and Kaplan (1972), by its very nature, the family is the social-biological unit that exerts the greatest influence on the development and perpetuation of the individual's behaviour. Next to family, the school is the most important experience in the process of child development. When the child enters the school arena, he or she is presented with new opportunities in terms of socialization and cognitive development. These opportunities are provided in different measures in different schools and may have a direct impact on the cognitive and affective behaviours of primary school teachers.

Need and Importance of the Study

It is interesting to note that policies on primary teachers do exist at the national, state, and local levels in many sectors - health, education, economic opportunities, gender- based violence and political participates. However, there are significant gaps between policy advancements and implementation at the community level (M.D. Pujari, 2012). Therefore, the need to undertake a study for investigating and



exploring, the teachers, their work related mental health and school environment of teachers is long felt especially of teachers working in school. The current belief in our society is that school teaching is an easy job and that school teacher's life is to be envied for they have lots of holidays and vacations, less working hours, no pressure of work and no technicalities and rigors of bureaucratic rules, procedures and discipline to stifle or crumble them. It is also believed that school teacher's role is quite simple having no complexities, tension and conflicts. This widely prevalent belief is incorrect for this is outsider's perception of the role of primary school teachers. Therefore a thorough research was done in order to discover the validity of popular beliefs. The study will provide insights into the factor that lead to primary teachers' mental health and school environment. By this study the causes can be identified that lead to potential harm to health, emotional wellbeing and relationships to others.

Statement of the Problem

The investigator is intended to study the mental health of primary school teachers in relation to their school environment.

Objectives of the Study

To find out whether there is significant relationship between mental health and School Environment of primary school teachers of total sample and with regard to sub-samples.

Hypotheses of the Study

There is no significant relationship between mental health and School Environment of primary school teachers of total sample and with regard to sub-samples.

Method of Study

In order to realize the above said objectives Normative Survey method was adopted. A normative Survey method study describes and interprets what exists at present. These are concerned with existing conditions or relations, prevailing practices, beliefs and attitudes etc. Such investigations are termed in research literature as Descriptive Survey or Normative survey. 500 primary school teachers in Thiruvannamalai district were selected by using Random Sampling Techniques.

Tools Used

The following were the tools adopted for the present study

1. Mental Health Scale by Peter Becker (1989)
2. School Environment Inventory - standardized by Dr.Karuna Shankar Misra (2002)

Results

Table - 1

Coefficient of Correlation between Mental Health and School Environment in Primary Teachers in the different Sub - Samples

S.No	Sub Sample	Number	r	't' value	level of significance
1	Educational Qualification				
	D.T.Ed., Teachers	367	0.26	6.00	Significant at 0.01 level
	U.G. Teachers	97	0.38	9.17	Significant at 0.01 level
	P.G. Teachers	36	0.29	6.77	Significant at 0.01 level
3	Type of Institution				
	Government School Teachers	141	0.03	0.67	Not significant at 0.05 level
	Private Aided School Teachers	227	0.08	1.78	Not significant at 0.05 level
	Private Unaided School Teachers	132	0.4	9.73	significant at 0.01 level

4	Locality				
	Rural Teachers	282	0.42	10.32	significant at 0.01 level
	Urban Teachers	218	0.09	2.01	Not significant at 0.05 level
5	Income				
	Below Rs.10000	407	0.07	1.57	Not significant at 0.05 level
	Rs.10001- Rs.15000	78	0.04	0.89	Not significant at 0.05 level
	Above Rs.15001	15	0.06	1.34	Not significant at 0.05 level
6	Medium				
	Tamil	292	0.05	1.11	Not significant at 0.05 level
	English	208	0.41	10.03	significant at 0.01 level
7	Service				
	Below 5 years	215	0.23	5.28	significant at 0.01 level
	5-10	210	0.11	2.47	significant at 0.01 level
	Above 10	75	0.15	3.39	significant at 0.01 level
8	Working hours				
	8	405	0.2	4.55	significant at 0.01 level
	8-10	69	0.27	6.25	significant at 0.01 level
	10	16	0.1	2.24	significant at 0.01 level
	12	10	0.11	2.47	significant at 0.01 level
9	Subject taught				
	Arts	328	0.49	12.54	significant at 0.01 level
	Science	172	0.51	13.23	significant at 0.01 level
10	Designation				
	SGT	111	0.08	1.79	Not significant at 0.05 level
	BT	277	0.06	1.34	Not significant at 0.05 level
	P.G.	112	0.1	2.24	significant at 0.01 level
	Total	500	0.39	8.67	significant at 0.01 level

The above table exhibits the correlation result between Coefficient of correlation between empowerment and professional life stress in primary teachers in the different sub – samples. It is observed from the obtained result that for the following sub samples

1. Educational Qualification (D.TEd., Teachers/ U.G. Teachers/ P.G. Teachers),
2. Type of Institution (Private Unaided School Teachers),
3. Locality (Rural Teachers)
4. Medium (English),
5. Service (Below 5 years/5-10/Above 10),
6. Working hours (8/8-10/10/12),
7. Subject taught (Arts/Science)
8. Designation (P.G.) are significantly correlated.

But for the below sub samples

1. Nature of Institution (Higher Secondary)
2. Type of Institution (Government School Teachers /Private Aided School Teachers),
3. Locality (Urban Teachers)
4. Medium (Tamil),

5. Income (Below Rs.10000, Rs.10001- Rs.15000, Above Rs.15001),
6. Designation (SGT/BT)

Therefore it is concluded that there is a significant relationship between empowerment and professional life stress for sub samples Educational Qualification (D.TEd., Teachers/ U.G. Teachers/ P.G. Teachers), Type of Institution(Private School Teachers), Locality (Rural Teachers), Medium (English), Service (Below 5 years/5-10/Above 10), Working hours (8/8-10/10/12), Subject taught (Arts/Science) Designation (P.G.). But not significant for Nature of Institution (Higher Secondary), Type of Institution (Government School Teachers), Type of Institution (Government School Teachers /Private Aided School Teachers), Locality (Urban Teachers), Medium (Tamil), Income (Below Rs.10000, Rs.10001- Rs.15000, Above Rs.15001), Designation (SGT/BT).

Conclusion

The present study aimed to know the primary school teachers mental health and school environment. The result shows that there is a significant relationship between mental health and school environment for sub samples Educational Qualification (D.TEd., Teachers/ U.G. Teachers/ P.G. Teachers), Type of Institution(Private School Teachers), Locality (Rural Teachers), Medium (English), Service (Below 5 years/5-10/Above 10), Working hours (8/8-10/10/12), Subject taught (Arts/Science) Designation (P.G.). But not significant for Nature of Institution (Higher Secondary), Type of Institution (Government School Teachers), Type of Institution (Government School Teachers /Private Aided School Teachers), Locality (Urban Teachers), Medium (Tamil), Income (Below Rs.10000, Rs.10001- Rs.15000, Above Rs.15001), Designation (SGT/BT). Primary school teachers have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful school career.

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EMOTIONAL INTELLIGENCE AND PERSONALITY OF HIGH SCHOOL STUDENTS

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Abstract

The present study is designed to understand the study practice and academic achievement of high school students. The sample consisted of 331 high school students who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were study practice and academic achievement. Data were collected from Thiruvannamalai district. The Study Practices inventory developed and standardized Patel B.V., (1975) is used to find the Study Practices of the IX students and half yearly examination marks for Achievement. The correlation co efficient result shows that there is a positive relationship between students' study practice and academic achievement.

Key words: Emotional intelligence and Personality.

Introduction

Emotional Intelligence

In the overall development of an individual, emotional development forms an important component. Emotions are learnt to be expressed as per social demands. This learning starts from early childhood and continues throughout the life. Adolescence is a crucial stage, where intense emotions are experienced and manifested. The transition from college to university is a stressful period for most young adults. The students face the task of modifying existing relationship with family and friends. Monitoring and moderating the changes to one's favour and progress is possible with the timely intervention by students and parents.

Personality

Personality is the dynamic organization within the individual of those psycho – physical systems that determines his unique adjustment to his environment – G.W. Allport (1979). The term personality derived from the Latin word "Personae" which means "mask". It was used by the actors to portray different characters; the mask covers the real face. Like this personality covers the entire mental and behavioural aspects of an individual. The behaviour of an individual is directed by his personality. The observance of an individual over a wide range of situations over a period of time will enable to find a pattern of behaviour and thought of the particular individual. Personality is defined as dynamic organization within an individual of those Psycho-Physical systems that determine his/her unique personalities to one's environment.

Need for the Study

The childhood and adolescence are critical windows of opportunity for setting down the essential habits that will govern our lives. Deficiencies in cognitive and emotional intelligences heighten a spectrum of risks from depression or a life of violence to eating disorders and drug abuse. There are many paths to success in life, and many domains in which other aptitudes are rewarded. People who are emotionally adept are at an advantage in any domain of life. Boys and girls in our Indian Culture differ in occurring skills and experience through the opportunities provided to them in the families and societies. The



preferences given to boys and girls differ. Hence there arises a chance for them to develop cognitive and emotional intelligence in a different way in the lifetime.

The transition from college to higher education is a stressful experience for most students. Many serious decisions pertaining to selection of the course of study, the career, the life partner, the life style and the life goals can be taken up with the help of successful regulation of emotion and dealing with them effectively. How best the emotional balance and emotional management are gained is an important topic of study by educational researchers. These factors prompted the investigator to find the status of emotional intelligence and personality of students.

Statement of the Problem

The above discussion has made the present investigator to choose the problem at hand and it is stated as: "Emotional Intelligence and personality of high school students".

Objectives

To observe the nature of relationship between emotional intelligence and personality of high school students.

Hypotheses

There is positive relation between emotional intelligence and personality of high school students.

Research Design

The research design adopted in this study is normative survey method. Random sampling method was used suitable for the collection of data, lot method.

Sample

Random Sampling technique was used in the selection of 258 students teacher in Thiruvannamalai District.

Sampling Techniques

Random sampling techniques used in the present study

Tools

Emotional intelligence scale constructed and standardized by Ankool Kyde and Sanjot Pethe (2001) and Personality Inventory by Eysenck and Eysenck (1980) were used.

Results

One of the objectives of the present study is to find out the nature of relationship existing between emotional intelligence and personality scores. For this purpose Pearson correlation 'r' was calculated and it is given in table 1.

Table - 1

Correlation Co efficient between emotional intelligence and personality

Variables	N	'r' value	Remark
Emotional intelligence	258	0.171	Significant
Personality			

Conclusion

There is a significant relationship between students emotional intelligence and personality. The researcher framed objectives and hypotheses on the basis of the above contact. The research was carried out in Thiruvannamalai districts (Tamil Nadu) 258 samples were selected randomly. A standard questionnaire was used to collect the relevant data. After collecting the data they were analyzed using statistical tools such as correlation analysis. The result concluded that the students emotional intelligence in relation with personality.

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A STUDY OF SOCIAL ADJUSTMENT AND ACADEMIC ACHIEVEMENT OF ARTS AND SCIENCE COLLEGE STUDENTS

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Abstract

The present study is designed to understand the A study of social adjustment and academic achievement of arts and science college students. The sample consisted of 300 arts and science college students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were social adjustment and academic achievement. Data were collected from Thiruvannamalai district. The Social Adjustment Inventory constructed and validated by Roma Pal (1985) and the performance of the target groups in the first semester examination marks for Achievement.. The correlation co efficient result shows that there is a positive relationship between students' social adjustment and academic achievement.

Key words: Social adjustment and Academic achievement.

Introduction

Social Adjustment

Every individual wants the recognition from the group in which he happens to live. The child also wants the recognition from other children. The child should freely mingle with elders and younger members of the society and it should lead to desirable social adjustment on the part of the children. The parents should permit them to participate in the desired social activities. He must become one of the group members and lean to live with the group and also derive the pleasure and sorrow from such a social experience, which he should find satisfying.

Academic Achievement

According to the Dictionary of Education (Carter V. Good, 1959) academic achievement means "the knowledge attained or skill developed in college subjects usually designed by test scores or by marks assigned by teachers or both". Dictionary of psychology (Chaplin, 1961) defines "Educational or academic achievement as specified level of attainment or proficiency in academic work as evaluated by standardized tests or by combination of both".

Achievement is a task oriented behaviour that allows the individuals performance to be evaluated according to some internally or externally imposed criterion that involves the individual in competing with others o otherwise some standard of excellence- smith (1969). Achievement is nothing but an acquired capacity to overcome any hindrance by the exercise of mental or physical power. Everyone of us aspires after distinguishing ourselves from ranks and files.

Need for the Study

In home, there are no good models for children to follow. Parents do not conduct themselves in an ideal manner so as to enable the children to learn good habits. The curriculum framers at different levels of syllabi are more concerned with organization of material culture rather than spiritual culture. Teachers, at college are more concerned with curriculum transaction or development of hard skills rather than character building or soft skills development of children. Achievement played an important role in socialization. A feeling of social responsibility moral development, self-concept, social adjustment and found to be



correlates of the social integration process. There is a need to plan well designed activities to enhance social maturity among college children during leisure. It is a common place to say that development of character is the ultimate end of all college work. In general character means organized capacity of social functioning. It means social interest and responsibilities. Therefore, it is the need of hour to explore the achievement and social adjustment of secondary college student in relation to certain selected variables.

Life in today's social situations is a very complex endeavour. To meet such a complex situation, right type of education is necessary. Education is a process of socialization provides the necessary social skills and competencies to meet the demands of modern life. The students of today are going to be the citizens and leaders of tomorrow. Education is not the mere imparting of knowledge for cognitive development and training of skills for conative development of students. It is on the contrary, a mission for make-making and character-building involving affective domain. Therefore, the students should possess and display a well adjusted and mature behavioural pattern through the channel of non-academic agenda and conscious social participation. With the increasing importance of college in cultivating certain non-academic goals through the hidden curriculum or 3R's namely rules, regulations and routines, it would be more appropriate to expect the present day students to possess well-versed social skills and competencies. Teaching is a form of interpersonal inference aimed a teaching the behavior potential of another person. (Gage N.L. 1962) Teaching is the stimulation, guidance, direction and encouragement of learning (Burton). Teaching includes the training of emotions of the child. It is one of the means of giving right feeling to the children. Inspiring children with the nobility of thought, feelings and action is the vital function of teaching. The present study is designed to investigate achievement and social adjustment of arts and science college students in relation to certain variables. The present study is intended to find the factors fostering the achievement and social adjustment of students with a certain independent variable. The influence of host of personal and socio-cultural variables such as gender, locality, type of management, religion, caste and type of family.

Statement of the Problem

The investigator has taken the topic entitled "A study of social adjustment and academic achievement of arts and science college students". Piaget (1932) sees the individual as a mature and complete personality who has made the transition from adolescence to adulthood in a single step. Erikson (1946) strongly challenges such as position: he views the young adult as still forging his place in his society. Genuine maturity (a sense of integrity) for Erikson, is still three stages ahead. In other words, for Piaget (1932) and also for Sears (1944) a growing person reaches adulthood the moment he surrenders his childish thinking and action. For Erikson adulthood means more than outgrowing one's childish and youthful ways, and psychological maturity if it ever exists depends upon continued development of one's self-awareness and understanding.

Achievement is the outcome of non-academic goal. Academic achievement is the outcome of academic goal. The realization of these both goals is the by product or end products of influence of several factors. But it is impracticable to investigate the part played by all the factors impacting one's social maturity. An empirical choice of a few of them for investigation appears to be more desirable and plausible. In this study, an attempt has been made to explore the influence of the following factors on achievement and social adjustment of arts and science college students such as gender, locality, type of management, religion, caste and type of family.

Objective of the Study

The present study has the following objectives:

1. To find out if there is any significant difference between boys and girls in their achievement and adjustment.

2. To find out if there is any significant difference between rural and urban college students in their achievement

Hypotheses of the Study

1. There is significant difference between boys and girls in their achievement.
2. There is significant difference between students of rural and urban college in their achievement and adjustment.

Methodology

Method of Study

The investigator has employed normative survey method for the present investigation.

Design of the Study

A research design is a plan according to which observations are made, data assembled, and interpreted. A research design is highly essential and is inevitable as a blue prints. It provides the empirical and logical basis for drawing conclusions and gaining knowledge. The present investigation is an attempt to study the achievement and social adjustment of students. The investigator has employed normative or descriptive research method in this present investigation. The research paradigm of the nature of study, variables, tools, population, sample and statistics used is given in Table 1.

Table - 1
Research Paradigm

Nature of study	Variables	Population and sample	Analyses	Statistics used
Descriptive	The independent variables taken in the present investigation are gender and locality. The dependent variables taken for the present study are achievement and social adjustment.	Arts and science college students studying in Thiruvannamalai district of T.N constitute the population of the study. A random sample of 300 students has been selected for the present study.	Descriptive analysis Differential analysis	Mean Standard deviation 'F' ratio 't' test Person correlation

Sample of the Study

The present study has been conducted in Thiruvannamalai District of Tamilnadu. A random sample of 300 Arts and science college students have been selected for the study. The essence of sampling is the selection of a part from the whole in order to make inferences about the whole. Sample is the any number of measures of a population that have been selected to represent the population.

A random sample is defined as the sample which is formed in such a way that every subject in the population has the same chance of being chosen for the sample and the selection of the subject in no way influence the choice of another.

Tools Used

Social Adjustment Inventory constructed and validated by Roma Pal (1985) and the performance of the target groups in the first semester examination marks for Achievement.

Results

Gender and Achievement

Hypothesis - 1: There is significant difference between boys and girls in their achievement.

As per the table 5 the obtained 't' value for achievement is 0.70 and it is insignificant. Hence the research hypothesis 1 is rejected and it is concluded that boys and girls do not differ significantly in their level of achievement.

Locality and Achievement

Hypothesis - 2: There is significant difference between students of rural and urban college in their achievement.

An examination of table 5 reveals that 't' value for achievement of rural and urban arts and science college students is found to be 0.45 and it is not significant. Therefore, research hypothesis 2 is accepted. There is conclusive evidence in the study that students studying in rural and urban college do not differ significantly in their achievement.

Table - 2

Significance of Difference between Arts and science college students on the basis of Gender, Locality and Type of Management in their Achievement

Independent variables	Sub-groups	N	Mean	't' value	Level of Significance
Gender	Boys	158	100.64	0.70	N.S
	Girls	142	101.00		
Locality	Rural	174	100.95	0.45	N.S
	Urban	126	100.66		

Gender and Social Adjustment

Hypothesis -3: There exist significant difference between the boys and girls in their level of social adjustment.

Table 3 reveals that the 't' value 1.03 for social adjustment between boys and girls is insignificant. Therefore, the hypothesis No.9 is rejected.

Locality and Social Adjustment

Hypothesis - 4: There exists significant difference between rural and urban college students in their level of social adjustment.

Table 3 indicates that the 't' value 0.50 for social adjustment between rural and urban college students is not significant. Hence the hypothesis No. 10 is rejected.

Table - 3

Significance of Difference between Arts and science college students on the basis of Gender, Locality and Type of Management in their Social Adjustment

Independent variables	Sub-groups	N	Mean	't' value	Level of Significance
Gender	Boys	158	47.80	1.03	N.S
	Girls	142	46.70		
Locality	Rural	174	45.21	0.50	N.S
	Urban	126	45.28		

Main Findings of the Study

The ninth standard students have high level of achievement and low level of social adjustment. The students categorizing into different sub-samples in order to quantify the certain independent variables on the level of achievement are also have high level of achievement and low level of social adjustment. The gender, locality, have no meaningful and significant influence the achievement and social adjustment of ninth standard students.

Conclusion

The following conclusions have been drawn on the basis of the above findings. There is no conclusive evidence in the study to show that the independent variables taken for the present study do not have meaningful bearing in the achievement and social adjustment of ninth standard college students.

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A STUDY OF SOCIAL INTELLIGENCE AND SOCIAL ADJUSTMENT OF SECONDARY SCHOOL STUDENTS IN THIRUVANNAMALAI DISTRICT

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Abstract

The present study is designed to understand the A study of social intelligence and social adjustment of secondary school students in Thiruvannamalai district. The sample consisted of 300 ninth standard students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were Social intelligence and social adjustment. Data were collected from Thiruvannamalai district. The investigator has employed the research tools namely Social Intelligence Scale constructed and standardized by Chadga and Usha Ganesan (1986) and Social Adjustment Inventory constructed and validated by Roma Pal (1985) for the present investigation. There is no conclusive evidence in the study to show that the independent variables taken for the present study do not have meaningful bearing in the social intelligence and social adjustment of ninth standard school students

Key words: Social intelligence and Social adjustment.

Introduction

Social Intelligence

Social intelligence is the ability for making good social association in the society. According to this definition, a person's social intelligence is a matter of the extent to which he is adjustable to the social environments, in the broadest sense. The more social intelligent the individual is the more readily and extensively he is able to adjust, hence also the greater he is possible range of experience and activity. Piaget (1947) defined social intelligence as the adaptation to the physical and social environment. Helm (1966) defined that the grasping the essentials in a social situation and responding appropriately to them.

Social Adjustment

Every individual wants the recognition from the group in which he happens to live. The child also wants the recognition from other children. The child should freely mingle with elders and younger members of the society and it should lead to desirable social adjustment on the part of the children. The parents should permit them to participate in the desired social activities. He must become one of the group members and lean to live with the group and also derive the pleasure and sorrow from such a social experience, which he should find satisfying.

Need for the Study

In home, there are no good models for children to follow. Parents do not conduct themselves in an ideal manner so as to enable the children to learn good habits. The curriculum framers at different levels of syllabi are more concerned with organization of material culture rather than spiritual culture. Teachers, at school are more concerned with curriculum transaction or development of hard skills rather than character building or soft skills development of children. The personal experiences of the individual are accessible to others only through inferences; thus such raw data of personal experiences are vital to understand learning. The concept of character education is used synonymously with many other concepts including existentialist psychology, neoprogressivism, creativity, love, higher consciousness, valuing, transcendentalism,



psychological health, ego identity, psychoanalysis- almost anything that suggests maximum self – fulfillment, ‘self-actualization’ and self-realization. The present study is designed to investigate social intelligence and social adjustment of secondary school students in relation to certain variables. The present study is intended to find the factors fostering the social intelligence and social adjustment of students with a certain independent variable. The influence of host of personal and socio-cultural variables such as gender, locality, type of management, religion, caste and type of family.

Statement of the Problem

The investigator has taken the topic entitled “A study of social intelligence and social adjustment of secondary school students in Thiruvannamalai District”. Piaget (1932) sees the individual as a mature and complete personality who has made the transition from adolescence to adulthood in a single step. Erikson (1946) strongly challenges such as position: he views the young adult as still forging his place in his society. Genuine maturity (a sense of integrity) for Erikson, is still three stages ahead. In other words, for Piaget (1932) and also for Sears (1944) a growing person reaches adulthood the moment he surrenders his childish thinking and action. For Erikson adulthood means more than outgrowing one’s childish and youthful ways, and psychological maturity if it ever exists depends upon continued development of one’s self-awareness and understanding. Maturity in a modern democratic society, unlike that in primitive culture, is not automatically bestowed with the traditional “rites of passage” that takes place at puberty. Full adulthood is recognized when individual is behaviourally nature enough to be accepted as equal by other adults. Social intelligence is the outcome of non-academic goal. Achievement is the outcome of academic goal. The realization of these both goals is the by product or end products of influence of several factors. But it is impracticable to investigate the part played by all the factors impacting one’s social maturity. An empirical choice of a few of them for investigation appears to be more desirable and plausible. In this study, an attempt has been made to explore the influence of the following factors on social intelligence and social adjustment of secondary school students such as gender, locality, type of school management, religion, caste and type of family.

Objective of the Study

1. To find out if there is any significant difference between boys and girls in their social intelligence.
2. To find out if there is any significant difference between rural and urban school students in their social intelligence
3. To find out if there is any significant difference between boys and girls in their social adjustment.
4. To find out if there is any significant difference between the rural and urban school students in their social adjustment.

Hypotheses of the Study

1. There is significant difference between boys and girls in their social intelligence.
2. There is significant difference between students of rural and urban schools in their social intelligence.
3. There is significant difference between boys and girls in their social intelligence.
4. There is significant difference between students of rural and urban schools in their social intelligence.

Methodology

Method of Study

The investigator has employed normative survey method for the present investigation.

Sample of the Study

The present study has been conducted in Thiruvannamalai District of Tamilnadu. A random sample of 300 ninth standard students have been selected for the study.

Tools Used

The investigator has employed the research tools namely Social Intelligence Scale constructed and standardized by Chadga and Usha Ganesan (1986) and Social Adjustment Inventory constructed and validated by Roma Pal (1985) for the present investigation.

Results

Table - 1

Significance of Difference between Secondary School Students on the basis of Gender, Locality and Type of Management in their Social Intelligence

Independent variables	Sub-groups	N	Mean	't' value	Level of Significance
Gender	Boys	158	100.64	0.70	N.S
	Girls	142	101.00		
Locality	Rural school	174	100.95	0.45	N.S
	Urban school	126	100.66		

Gender and Social Intelligence

Hypothesis - 1

There is significant difference between boys and girls in their social intelligence.

As per the table 1 the obtained 't' value for social intelligence is 0.70 and it is insignificant. Hence the research hypothesis 1 is rejected and it is concluded that boys and girls do not differ significantly in their level of social intelligence.

Locality and Social Intelligence

Hypothesis - 2

There is significant difference between students of rural and urban schools in their social intelligence.

An examination of table 1 reveals that 't' value for social intelligence of rural and urban school secondary school students is found to be 0.45 and it is not significant. Therefore, research hypothesis 2 is accepted. There is conclusive evidence in the study that students studying in rural and urban schools do not differ significantly in their social intelligence.

Table - 2

Significance of Difference between Secondary School Students on the basis of Gender, Locality and Type of Management in their Social Adjustment

Independent variables	Sub-groups	N	Mean	't' value	Level of Significance
Gender	Boys	158	47.80	1.03	N.S
	Girls	142	46.70		
Locality	Rural school	174	45.21	0.50	N.S
	Urban school	126	45.28		

Gender and Social Adjustment

Hypothesis - 3 : There exist significant difference between the boys and girls in their level of social adjustment.

Table 2 reveals that the 't' value 1.03 for social adjustment between boys and girls is insignificant. Therefore, the null hypothesis is rejected.

Locality and Social Adjustment

Hypothesis - 4: There exists significant difference between rural and urban school students in their level of social adjustment.

Table 2 indicates that the 't' value 0.50 for social adjustment between rural and urban school students is not significant.

Conclusion

The following conclusions have been drawn on the basis of the above findings. There is no conclusive evidence in the study to show that the independent variables taken for the present study do not have meaningful bearing in the social intelligence and social adjustment of ninth standard school students.

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IMPACT OF STRESS DEPRESSION ON ACADEMIC ACHIEVEMENT OF HIGHER SECONDARY STUDENTS

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Abstract

The present study is designed to Impact of Stress Depression on Academic Achievement of Higher Secondary Students. The sample consisted of 264 higher secondary students who were selected on the basis of correlation analysis, simple random techniques is used in the study. The variables included were stress depression and academic achievement. Data were collected from Thiruvannamalai district. Impact of stress questionnaire devised by Barreca & Hepler (2000), Centre for Epidemiological Studies Depression Scale by (CES-D, NIMH) Radloff, L.S (1977) and Academic achievement by higher secondary students half-year marks (2018-2019). The correlation co efficient result shows that there is a positive and significant relationship between stress and depression of higher secondary students and academic achievement.

Key words: Stress Depression and Academic Achievement.

Introduction

Stress

Stress is observed more among the student community nowadays. Stress is obvious in every activity connected with the academic programme of the students at all levels. The stress so experienced by the students can be termed as 'Impact of stress'. The school and college going students frequently report that they are over-burdened with the work assigned to them in the school/college. They also feel that a large share of their time spent in the school/college does not allow them to discharge their domestic responsibilities. The huge amount of home work assigned to them by the teachers also adds to their stress.

Depression

Depression is a verity of negative moods and behaviour changes some of which are normal mood fluctuations and others meet the definition of clinical problems. The mood changes may be temporary or long lasting. It may range from a relatively minor feeling of melancholy to a deeply negative view of the world and an inability to function effectively.

Need for the Study

Impact of stress among adolescents is a major concern not only for the adolescents but also for parents, educational institutions as well as the government. Adolescents are concerned with facing them effectively by putting in more time and efforts and compromising in their entertainments. On the other hand, parents, teachers and government are toiling with finding ways of minimizing Impact of stress in pupils and make study activities a useful and pleasurable one. Stress is experienced due to the perception that the demand exceeds one's resources. It is a well-known fact that the demand on adolescents at the secondary and higher secondary level in India is quite high. One reason for such a high demand, which sometimes is unrealistic, by the parents or the family. Inability to satisfy parents' high expectation in studies as well as the occupational goal increases the stress in the adolescents sometimes leading to suicide. Understanding how the academic achievement and school environment increase the Impact of stress of adolescents can enlighten parents and teachers in dealing with the pressing problem.



Another way of dealing with Impact of stress could be by strengthening the resources in adolescents and help them to set realistic aspirations. Exploring the influence of academic achievement, and school environment on adolescents Impact of stress can throw light on the dynamics of Impact of stress.

Statement of the Study

There is an urgent need to find a solution to the problem of Impact of stress in adolescents. It is one of the major causes of mental health problems in adolescents. In the event of failure in the examinations some adolescents even go to the extent of attempting or committing suicide. The reason is that academic achievement is stressful in Indian context. It is stressful for the adolescent, the parents as well as the school. It is stressful for the parents because they want their child to enter into professional education in a reputed institution. Since the competition for such institutions is heavy, a very high academic achievement is essential. Even this does not guarantee admission in such institution. Hence the parents are highly stressed and pressurize the adolescents to keep preparing more and more giving less importance to basic needs like sleep, play and also the finer feelings of their wards. This causes high stress among the adolescents and may lead to depression. Hence the schools have to produce the expected results. This causes stress to the school personnel also. The pressure from the parents and the school to excel from time to time affects the mental health of adolescents and sometimes leading to suicide owing to Depression.

Hence the present study focuses on the "Impact of stress on the risk of depression in relation to academic achievement among higher secondary school students" which can offer solution to the pressing problem of the Indian society. This reveals the gravity of the problem. This can be tackled only with the coordinated efforts of parents and teachers. Parents generally are not aware of the importance of conducive home environment in the healthy development of adolescents. Teachers can try to promote healthy study habits among the students. Both parents and teachers should help adolescents in setting realistic educational goals in such a way that the study activities become pleasurable and meaningful. Counselors need information regarding the nature of home environment and school environment that minimize stress and enhances academic performance. Hence the findings of the study has implications for enhancing our knowledge in understanding the dynamics of Impact of stress and also for parents, teachers, counselors, as well as adolescents themselves. Hence the study is socially relevant and significant.

Objectives of the Study

To estimate the relationship between impact of stress, depression and academic achievement.

Hypothesis of the Study

There is a significant relationship between Academic achievement and Impact of Stress of higher secondary school student.

Method of the Study

A research design is highly essential and inevitable as a blueprint. In the present investigation Descriptive survey research method was employed.

Location of the Study

The present investigation was conducted in the Thiruvannamalai district. 5 schools were selected for the this study.

Sample and Sampling Technique of the Study

For the present study, the investigator adopted random sampling technique. A sample of 264 higher secondary school students were selected by using random sampling technique from 5 schools belonging to Thiruvannamalai district. Both boys and girls belonging to higher secondary schools from the impact of streams studying in the 5 schools during the academic year 2018-2019 were these students constituted the population and 5% of the population was selected as sample.

Results

Stress and Academic achievement

Hypothesis: There is a significant relationship between Academic achievement and Stress depression

The relationship between Stress and academic achievement scores were analyzed by using the method of Pearson's Product Moment Coefficient of correlation. The results are presented in Table 1.

Table - 1

Showing the Correlation Co- efficient between Academic Achievement and Stress of Higher Secondary School Students

Variables	N	Correlation Co-efficient ('r')	Level of Significance
Stress Depression	264	0.692	0.01
Academic Achievement			

The correlation coefficient 0.692 is found between academic achievement and Stress of higher secondary school students, which is found to be significant at 0.01 level. It indicate that better and supportive academic achievement will reduce Stress. So it is concluded that there is a significant relationship between academic achievement and Stress of higher secondary school students. Therefore the formulated hypothesis is i.e. there is a significant relationship between Academic achievement and Stress true and it is accepted.

Conclusion

The present study aimed to know the higher secondary students Stress and a few factors that are related such as depression, and academic achievement. The result shows that students' low stress is linked with better academic achievement. Also there is a positive and significant relationship between stress and depression of higher secondary students. There is also a positive and significant relationship between Stress and academic achievement of higher secondary students. Higher secondary students have many obstacles to overcome in order to achieve their optimal academic performance. It takes a lot more than just studying to achieve a successful school career. Different stressors such as inappropriate time management, financial problems, understanding subjects, superficially, sleep deprivation and social activities can all pose threat to a student's academic performance. Although higher secondary school students' stress and depression levels are self- manageable, there may arise situations that may be serious enough requiring techniques such Yoga Therapy, Prayer, Dhyana, Meditation, Natural Food, Guidance and Counseling. Further Participation in social events and Celebrations, Competitive Games will bring down the stress and depression levels of higher secondary school students.

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A STUDY ON HIGHER SECONDARY STUDENTS ATTITUDE TOWARDS THE APPLICATION OF COMPUTER IN PHYSICS TEACHING SUBJECT IN THIRUVANNAMALAI DISTRICT

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Abstract

The present study is designed to understand the A study on higher secondary students attitude towards the application of computer in Physics teaching subject in Thiruvannamalai District. The sample consisted of 300 arts and science college students who were selected on the basis of descriptive and differential analysis, simple random techniques is used in the study. The variables included were social adjustment and academic achievement. Data were collected from Thiruvannamalai district. The Social Adjustment Inventory constructed and validated by Roma Pal (1985) and the performance of the target groups in the first semester examination marks for Achievement. The correlation co efficient result shows that there is a positive relationship between students' social adjustment and academic achievement.

Key words: Attitude towards the application of compute Teachers.

Introduction

Today, information is everything and it forms part of any progressive thinking, information is being recorded, published and disseminated through several media, though the print media still dominates. Nowadays scholar's work requires the application on broader scale of new methods and means of searching, processing, storage and transfer of information. Controlling information has a direct relation with the information explosion, which is one of the ever-growing phenomena in the world. Computer becomes an integral part of our life. According to Rob McCauley (2001), "the success in school is determined by three R's, namely, Reading, Writing and Arithmetic. The success becomes greater success if fourth R is added, which is Computer". The computer is "an electronic machine or device for storing processing and analyzing data or information, following a set of instructions given to it by humans".

Need of Physics Subject at Higher Secondary Level

Physics is an important subject in the curriculum of Science. It plays a very vital role in all parts of our every day life. To Study Physics as a separate curriculum at higher secondary level helps in many ways. In this stage, more practical on this subject ensures the student's theoretical knowledge as well as practical life situation. The curriculum seuers gives equal importance to this subject like Chemistry, Botany, Zoology and mathematical science. The students knowledge in Physics also helps the students to solve the Mathematical, Chemical and biological problems. In day to day life every aspects are based on the Physics. Hence, the study of this subject provides adequate capabilities to face the real world. In connection with that the subject physics also is needed for higher studies like Engineering, Technology, etc. The students one who secures a knowledge in this subject can be able to manage the higher courses. Hence, the subject physics at higher secondary level has a need.

The Need for the Present Study

Though the 10+2+3 pattern of education was introduced in Tamilnadu as early as 1980, not many empirical studies have been conducted on the various aspects of this newly introduced pattern of education. It is well known that this pattern of education was introduced in a hurry without caring for even the most



essential infrastructure facilities required for the successful implementation of this programme. All on a student, certain selected high schools were christened as Higher Secondary Schools and the stage of education, hitherto under the mantle of a college, was handed over to those higher secondary schools.

Statement of the Problem

Keeping in mind the issues already discussed the investigator choose the problem for investigation that is states as following "A study on higher secondary students attitude towards the application of computer in Physics teaching subject in Thiruvannamalai District."

Method of the Study

Method used: The normative survey method is adopted. The survey method gathers data from relatively large number of cases at a particular time. It is not concerned with generalized statistics that result when data are abstracted from a number of individual cases. The survey should cover all the aspects of the subject selected for the study. These data may be gathered from survey of the entire population.

Sample of the Present Study

For the purpose of the present study 600 students in various school of following table place have been selected in the manner described in the following paragraphs. To fix the size of the sample for the study, the investigator has followed the guidelines given by the sampling technique. The total number of students studying various subjects in school during the year. The minimum size of the sample fixed for this population as per considering the geographical conditions involved in the present study the investigator decided to take a sample of 600 students based on the random sampling techniques by giving appropriate weightages to all aspects.

Tool Description

"Students Attitude Scale" scale constructed by the investigator to find the attitude towards scale used in this study. The tool consists of '100' statements, including of 5 point scale method.

Objectives of the Study

To find out whether there is a achievement in physics subject significant correlation between attitudes towards application computer in physics subjects at higher secondary level.

Hypotheses of the Study

There is no achievement in physics subject significant correlation between attitudes towards application computer in physics subjects at higher secondary level.

Results

Table - 1
Showing correlation between students achievement and attitude towards computer application in physics subjects

	Attitude
Achievement	0.628**

** Significant at the 0.01 level

The above table shows significant correlation between students achievement in physics subject and attitude towards application computer in physics subjects. Result shows that there is a positive and significant correlation between attitude towards application computer in physics subjects and achievement physics subject.

Findings

Result shows that there is a positive and significant correlation between attitude towards application computer in physics subjects and achievement physics subject.

Conclusion

The present study aims to find out the higher secondary students attitude towards application computer in physics subjects. The researcher framed objectives and hypotheses on the basis of the above context. The research was carried out in 600 samples based randomly. A questionnaire constructed by R was used to collect the relevant data. After collecting the data they were analyzed using statistical tools such as t-test ANOVA and Regression. The result concluded that students have more attitude in their physics subjects at Higher Secondary level.

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COMPARITIVE STUDY ON INTEREST AND APTITUDE IN CHEMISTRY AMONG HIGHER SECONDARY STUDENTS IN PUDUKKOTTAI

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Abstract

The examination explored into intrigue and sustenance as associates of understudy's presentation in science at higher auxiliary dimension. Engaging review configuration was utilized to discover the enthusiasm of understudies. The sample of 300 Chemistry understudy's of higher optional was utilized. The instrument utilized for this present investigation was the Interest scale in science. Mean and standard deviation and t test were utilized to address the exploration questions while the theories were dissected to test the hugeness. From the examination, it was discovered that there is a huge connection between enthusiasm for science and the understudy's exhibition in the subject.

Key words: Interest, Aptitude, Chemistry, Higher Secondary Students.

Introduction

The prosperity and growth of a nation very much depends upon the educational system of a country since it shapes the physical, emotional and spiritual aspects of one's personality by focusing right attitudes, habits, values, skills, knowledge and interest. School can be regarded as the most significant and comprehensive formal agency of education. Education is the best way to satiate our curiosity, without extinguishing the burning desire to learn and explore more. The real teacher must work drawing out the best from the child body, mind and spirit. The end of all knowledge must be building up character and personality. The education not only prepares the child for higher education, but also shapes him in to a useful citizen to the society Education is the tool with which we have to evolve and diversity in to various professions and vocation. Considerable amount of educational literature published in recent years concerns the need for reorganization of our secondary schools. Many professional educators affirm this viewpoint and have corn-mined themselves to continued re-search and experimentation in the areas of curricula, school organization, scheduling patterns, and teaching procedures. The future of science education is highly dependent upon the interest and aptitude of the students. So it is essential to study these attributes among the school students.

Review of Related Literature

Deivamani & Rajasekar (2016) conducted a study on higher secondary student's science interest. The study reveals that majority of the entire sample of higher secondary school students show high level of interest in science. The sub samples of the present study such as the school type and family type shows a significant difference in interest in science but the sub sample gender and residence shows no significant difference in it. **Garavaliailinda (2003)** reported that only low achieving and low aptitude students differed significantly from their peers, indicating that subgroups may have as greater need for remediation in basic study strategies. **Palani (2008)** conducted study of scientific aptitude of XI Std. students and reported that boys and girls differ in their scientific aptitude, and also scientific aptitude of students from government, Government Aided and Corporation Schools, differ significantly. **Sekhri (2014)** found the achievement of students with different scientific aptitude group was found to be significantly different from one another in chemistry. The achievement of high scientific aptitude group was higher than that of average. **Gomathi,**



Rasulmohaideen (2016) conducted a study on interest of higher secondary students in chemistry and their scientific aptitude. There is significant positive correlation between interest in chemistry and their scientific aptitude among higher secondary students. That 63.6% of higher secondary chemistry students have medium level of scientific aptitude, 17.8% of higher secondary chemistry students have low level of scientific aptitude and 18.6% of higher secondary chemistry students have high level of scientific aptitude.

Need for the Study

Chemistry is assuming a noteworthy job in the present age to fulfill the requirements and wants of the general population and it has additionally turned out to be one of the real human exercises. The scan for truth turned into the prevailing thought process in the arraignment of Chemistry. It has been sought after for such a significant number of hundreds of years and pulled in even more extensive degree of consideration of continued gathering of individuals. Chemistry is significant in the Chemistries yet it is seen that understudies don't have great comprehension of a considerable lot of the ideas in the subject. Numerous components have been recognized to be in charge of understudies' poor execution in the subject at the auxiliary school level. For some Chemistry training, the significance of the Chemistry is obvious to the point that no understanding is required to help its incorporation among those things which a school Chemistry course should plan to create in understudies. In any case it might be evident that the inclination in Chemistry is significant in the expert existences of researchers and that understudies finding out about Chemistry ought to likewise end up mindful of the thought process control which actuates researchers in their work.

The investigation of relationship between near examination on premium and fitness in Chemistry among higher optional school understudy's students, frames the reason for the best possible estimates that can be taken regularly to advance them. Enthusiasm for Chemistry is the most significant result of Chemistry educating. A few people see the Chemistry enthusiasm as the side-effect of encouraging Chemistry yet a lion's share of individuals consider it as similarly significant as information viewpoint. Chemistry intrigue is an extremely critical worry of the procedure of Chemistry instruction. To create Chemistry intrigue, the educators ought to dependably recall that a scrutinizing brain and soul of request to created. The understudy ought to be made to watch Chemistry for all intents and purposes with the goal that they get the chance to build up the parts of Chemistry enthusiasm for their brains. Fitness in Chemistry is a probability of future achievement in Chemistry respect to past preparing and experience. A person with right Aptitude toward Chemistry grows better logical bent which is valuable in determination of vocation, without right inclination towards a subject one can't ace or demonstrate any enthusiasm for the subject. Similarly without great material Chemistry bent an individual does not perform much in Chemistry. The present of certain inherited foundation factors such physical advancement, social and enthusiastic development, moral character, interests, capacities, frames of mind may likewise be viewed as important for the improvement of logical inclination. The present examination is taken up remembering the significant and benefits of showing Chemistry and its effect on the cutting edge society. The need to create enthusiasm for Chemistry among the future age and to alternative for a vocation in Chemistry.

Objectives of the Study

1. To find out the level of interest among Higher Secondary School students on Chemistry.
2. To find out the level of chemistry aptitude among Higher Secondary School Students.
3. To find out is there any significant difference in the interest of chemistry among the comparable sub groups of Higher Secondary Students with reference to
 - Gender
 - Religion

- Type of School
 - Nature of School
 - Location of School
4. To find out is there any significant difference in the chemistry aptitude among the comparable sub groups of Higher Secondary Students with reference to
 - Gender
 - Religion
 - Type of School
 - Nature of School
 - Location of School
 5. To find out is there any significant relationship between Interest in chemistry and aptitude in chemistry among Higher Secondary Students.

Hypotheses of the Study

1. The level of interest in chemistry is equal and high among the Higher Secondary School Students.
2. The level of chemistry aptitude is equal and high among the Higher Secondary School Students.
3. There is no significant difference among the comparable subgroups of Higher Secondary School Students in chemistry interest with reference to
 - Gender
 - Religion
 - Type of School
 - Nature of School
 - Location of School
4. There is no significant difference among the comparable subgroups of Higher Secondary School Students aptitude in chemistry with reference to
 - Gender
 - Religion
 - Type of School
 - Nature of School
 - Location of School
5. There is no significant correlation between Interest in chemistry and aptitude in chemistry among Higher Secondary School Students.

Methodology

In the present study, survey method of research has been adopted. The population for the present study was identified as the higher secondary students. Among the population 300 students were selected for the present paper. Simple random sampling technique was adopted by the investigator. The investigators have used two tools of which 'Interest in chemistry' is self-made tool and scientific aptitude is standardized tool to collect data. The content validity of the tool was established by expert's opinion. The items were validated through item-total correlation. Test re-test method was followed for establishing the reliability of the tool.

Sample of the Study

The data for the study was collected from a sample of 300 students (124 Government School Students, 130 Self Finance school Students and 46 Aided School Students) of 11th Standard students of both sex.

Tools Used

The Chemistry Interest, Aptitude Tool (Constructed and Validated by Investigator) were used.

Data Analysis and Interpretation

Hypothesis - 1

There is no significant difference between the boys and girls in the mean score of the interest towards chemistry.

Table - 1

	Gender	N	Mean	S.D.	t	R
Interest towards Chemistry	Boys	110	60.6818	11.70	5.534	Sig. at 0.05 level
	Girls	190	68.7737	12.48		

It is observed from the table that obtained from "t" value 5.534 which is greater than the critical value(1.96) at 0.05 level of significance with 298 df. And hence the above null hypothesis that there is no significant difference between the boys and girls in the mean score of the interest towards chemistry is rejected. It is observed that there is significant difference between boys and girls in the interest towards chemistry and the girls have more interest in chemistry than boys.

Hypothesis - 2

There is no significant difference between the Hindu and Minority the mean score of the interest towards chemistry.

Table - 2

	Religion	N	Mean	S.D.	t	R
Interest towards Chemistry	Hindu	253	65.7905	12.870	0.051	Not Sig at 0.05 Level
	Minority	47	65.8936	12.519		

It is observed from the table that the obtained "t" value 0.051 which is less than the critical value(1.96) of 0.05 level of significance with 298 df and hence the above Null hypothesis that there is no significant difference between Hindu and minority students in the mean score of the interest towards chemistry is not rejected. It is observed that there is no significant difference between Hindu and minority students in the interest towards chemistry and the minority students have more interest in chemistry than the Hindu students.

Hypothesis - 3

There is no significant differences between the urban and rural in the mean score of the interest towards chemistry.

Table - 3

	Location of School	N	Mean	S.D.	t	R
Interest towards Chemistry	Urban	73	62.6164	12.371	2.470	Sig. at 0.05 Level
	Rural	227	66.8326	12.787		

It is observed from the table that obtained from "t" value 2.470 which is greater than the critical value(1.96) at 0.05 level of significant with 298.df and hence the above null hypothesis that there is significant differences between the Urban and Rural in the mean score of the interest towards chemistry is rejected. It is observed that there is significant differences between urban and rural in the interest towards chemistry and the rural school students have more interest in chemistry than urban school students.

Hypothesis - 4

There is no significant difference between the boys and girls in the mean score of the aptitude towards chemistry.

Table - 4

Aptitude towards Chemistry	Gender	N	Mean	S.D.	t	R
	Boys	110	59.1455	9.320	9.306	Sig. at 0.05 level
	Girls	190	67.1368	5.557		

It is observed from the table that obtained from "t" value 9.306 which is greater than the critical value(1.96) at 0.05 level of significance with 298 df and hence the above null hypothesis that there is no significant difference between the boys and girls in the mean score of the aptitude towards chemistry is rejected. It is observed that there is significant difference between boys and girls in the aptitude towards chemistry and the girls have more aptitude in chemistry than boys.

Hypothesis - 5

There is no significant difference between the Hindu and Minority students the mean score of the aptitude towards chemistry.

Table - 5

Aptitude towards Chemistry	Religion	N	Mean	S.D.	t	R
	Hindu	253	64.502	7.851	1.463	Not Sig at 0.05 Level
	Minority	47	62.617	9.419		

It is observed from the table that the obtained "t" value 1.463 which is less than the critical value(1.96) of 0.05 level of significance with 298 df and hence the above Null hypothesis that there is no significant difference between Hindu and minority students in the mean score of the aptitude towards chemistry is not rejected. It is observed that there is no significant difference between Hindu and minority students in the aptitude towards chemistry and the Hindu students have more aptitude in chemistry than the Minority students.

Hypothesis - 6

6. There is no significant differences between the urban and rural in the mean score of the aptitude towards chemistry.

Table - 6

Aptitude towards Chemistry	Location of School	N	Mean	S.D.	t	R
	Urban	73	63.630	7.755	0.696	Not Sig. at 0.05 Level
	Rural	227	64.392	8.253		

It is observed from the table that obtained from "t" value 0.696 which is less than the critical value(1.96) at 0.05 level of significant with 298 df and hence the above null hypothesis that there is no significant differences between the Urban and Rural in the mean score of the aptitude towards chemistry is not rejected. It is observed that there is no significant difference between urban and rural in the aptitude towards chemistry and the rural school students have more aptitude in chemistry than urban school students.

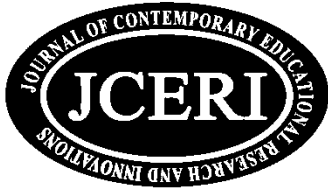
Findings and Conclusion

It is concluded that the interest and aptitude in chemistry of higher secondary level students are average. Further it is noted that significant relationship between locality and type of management but there is significant difference between boys and girls interest and aptitude in chemistry of higher secondary level students.

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DEVELOPING AND VALIDATING A MULTIMEDIA PACKAGE ON TEACHING COMMERCE TO HIGHER SECONDARY STUDENTS

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Abstract

An experimental study was conducted to find out the validating of a multimedia package on teaching Commerce to 11th Standard students. The control group students was taught by traditional instructional method by using chalkboard where as the experimental group of student were taught by verbal class, verbal decodes along with multimedia package. The pre and post test were conducted which was developed earlier by the researcher. The statistical analyses show that there are significant differences between the control and experimental group in the mean score of the students in the pre and post test achievement. So, it was found that the students who underwent the class with the help of multimedia package scored more than the control group of students who were taught mere by traditional teaching method. Thus, it was found the multimedia package on teaching Commerce was a valid one in teach Commerce subject among the 11th standard students.

Key words: *Multimedia Package, Developing and Validating, Commerce Teaching.*

Introduction

Multimedia package is refers to an e-content which involves a audio which could be play back on any laptop with the help of media software. Multimedia package has given the opportunity to learn the effective communication, graphics, chart animation and movies can be introduced in presentation with the help of compute. Multimedia technology has tremendous imparting information. Multimedia products are complementary to the teaching – learning process as they assist to the teachers in the better communication of the content.

Rationale of the Study

ICT has an enormous scope for bringing range of educational sources and resources in to the classroom facilitating teacher to teach and learners to learn. It has potential to motivate students, encourage individualized learning, facilitating differential experience, helping curriculum to be tailor made based on the needs of individuals students, increased range of sources and resources available and providing feedback on learning outcomes, looking to this potential, ICT has wide and varied scope in education. So, ICT should become a part of these activities of the school. There should be an equal opportunity and access to all teachers to be able to use ICT as a tool for effective learning. This means that the role of the teacher should change according to the needs of the students and time. The role of the school us to enable students to use, explore information through emerging technology, independent learns and be responsible and co-operative in a world where tasks and responsibilities are changing fast. Students are being too stimulated to use information technology in an atmosphere of equality between the sexes in order to promote gender equality which is a national concern.

Considering the above facts the present study has been taken to develop a multimedia lesson to teach Commerce 11th standard students in Tamil medium. It became important one that teachers should develop the suitable software to be sued in the laptops which are given by Government of Tamil Nadu to the Higher Secondary Students. So, the present study has become significant attempt in this area.



Related Studies

Guptas and Tyagi (2014) tested the effectiveness of Computer – Assisted Instruction on achievement Biology senior secondary school students. Khanis (2013) conducted a study on enhancement of mathematics learning through Computer – Assisted Instruction. Tankha (2011) tested the effect of blended – learning of mathematics. Helon Joy and Shaiju (2005) developed and examined the effectiveness of the computer assisted teaching in the topic. UNO in Commerce at the higher secondary level.

Objectives of the Study

1. To compare the pre and post test mean achievement scores of Commerce students of control group.
2. To compare the mean and standard deviation scores of the pre and post test achievement score between the experimental groups.
3. To compare the mean and standard deviation 't' values of post test achievement scores between Boys and Girls in the experimental group.
4. To compare the mean and standard deviation 'F' values of post test achievement scores in three sub-groups of experimental group.

Hypotheses of the Study

In the present study the researcher tested the following hypotheses:

1. There is no significant difference between the pre-test achievement scores and post test achievement scores among the students of control group.
2. There is no significant difference between the pre and post test achievement cores among the students of experimental group.
3. There is no significant difference in the mean of the post test achievement score between boys and girls of the experimental group.
4. There is no significant difference in the mean of the post test achievement scores among the three sub-groups of experimental group as based on the level of parental education.

Sample

Sample of the 66 Commerce students of 11th Standard class were selected purposively from the two schools of Pudukkottai District. Control group was comprised of 36 students from one school who are taught through traditional method of teaching and experimental group was comprised of 30 students from another school who were taught through multimedia instructional package.

Desings

In the present study pre and post test experimental design was employed on a purposive sample of 66 Commerce students of two schools of Pudukkottai District.

Tools used

An achievement test (pre and post) were conducted to both two groups to know about their knowledge and competencies in Commerce. To pre and post test will be conducted at first and after the treatment is given to the experimental group. Achievement test was constructed and validated by the investigator. Pre and post – test on the selected topic in Commerce subject developed and validated by the investigator.

Analysis and Interpretation of Data

The data collected from the sample of the study was organized and tabulated to facilitate application of appropriate statistical technique for the purpose of the analysis score were complied, mean and standard deviation was computed for 't' test was chosen because researcher wised to test null hypotheses. True level

of significance was considered, i.e., 0.05 level of significance as arbitrary standard for accepting or rejecting null hypotheses.

Hypothesis -1

There is no significant difference between the pre and post – test achievement scores among the students of control group.

Table - 1

Group	N	Mean	SD	't'	Level of Significant
Pre Test	36	7.33	2.190	16.364	Significant at 0.05 level
Post Test	36	13.36	2.072		

Table 1 show that the mean values of pre-test and post – test achievement scores of students of control group and found to be 36 respectively. The computed value of standard deviation on pre and post – test achievement scores of control group are 2.19 and 2.07 respectively. The obtained't' value is 16.364 which is found significant at 0.05 level of significance. Thus, the hypothesis H01 there is no significant difference between the pre and post test achievement scores among the students of control group is rejected. It means there is significance between pre and post test scores of Commerce students of control group in respect of their mean achievement scores after the experimental treatment.

Hypothesis -2

There is no significant difference between the pre and post – test achievement score and post test achievement score among the students of experimental group.

Table - 2

Group	N	Mean	SD	't'	Level of Significant
Pre Test	30	7.33	2.517	28.376	Significant at 0.05 level
Post Test	30	19.66	2.577		

Table 2 shows that mean values of pre and post test of experimental group are 30 respectively. The computed values of standard deviation of pre and post of experimental group are 2.517 and 2.577 respectively. The obtained't' value is 28.376 which is significant at 0.05 level of significance. Thus, the hypothesis H02 "There is no significant difference between the pre and post test achievement score among the students of experimental group" is rejected. It means that there is significant difference exist between the mean of score in the pre and post test achievement among the experimental group of students.

Hypothesis - 3

There is no significant difference in the mean of the post test achievement score between boys and girls of the experimental group.

Table - 3

Group	N	Mean	SD	't'	Level of Significant
Boys	9	17.94	2.743	3.71	Significant at 0.05 level
Girls	21	20.61	1.856		

Table 3 shows that mean values post test of experimental group are 30 respectively. The Computed values of standard deviation of post test of experimental group are 2.743 and 1.856 respectively. The obtained't' value is 3.710 which is significant at 0.05 level of significance. Thus, the hypothesis H03 "There is no significant difference in the mean of the post test achievement score between boys and girls of the experimental group" is not rejected. It means inferred here that the girls have performed well in the post test achievement test score than the boys.

Hypothesis - 4

There is no significant difference in the mean of the post-test achievement score among the three sub-groups of experimental group as based on the level of parental education.

Table - 4

Group	N	Mean	SD	F	Level of Significant
Illiterate	7	18.71	1.889	1.413	Significant at 0.05 level
School Education	14	19.42	3.130		
Higher Secondary Education	9	20.77	1.787		

Table 4 shows that mean values of post- test achievement scores in experimental group are 7, 14 and 9 respectively. The computed of standard deviation of post – test of experimental group are 1.88 and 3.13 and 1.78 respectively. The obtained “F” value is 1.413 is not significant at 0.05 level of significance. Thus the hypothesis H04 “There are no significant difference group” is not rejected. It means that there are significant difference exist in the mean score of the post-test achievement scores among the three sub – group based on the three level of their parents level of education i.e., illiterate, school education and higher secondary education.

Finding of the Study

1. Significance difference was found in the pre-test and post achievement score of Commerce students of control group after the experimental treatment.
2. Significant difference was found in the pre and post test achievement score of students in the experimental group at after the experimental treatment.
3. Significant difference was found in the post test achievement score of student in experiment treatment.
4. Significant difference exist in the mean score of the post test achievement score among the three.

Discussion of the Results

Several studies have conducted on multimedia. Majority of them concluded that students taught through Multimedia instructions learn and achieve more than other instruction methods or strategies. The Commerce students of experimental group who were taught through multimedia instruction package achieved more than those control group who were taught through traditional method of teaching.

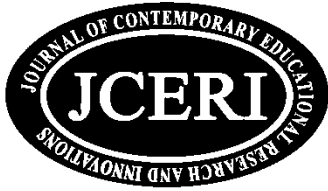
Conclusion

From the findings of the study we conclude that the student experimental group who were taught through multimedia package exhibited better achievement in students as compared control group who were taught traditional instructional method of teaching. The Multimedia Instructional Package was found more effective as compared to Traditional method for teaching in 11th standard Commerce students. This implies that experimental treatment of 2 weeks yielded difference in post test achievement score of 11th standard Commerce students. It may be concluded that multimedia package contributed in raising the achievement of Commerce students. On the basis of results of the study we can claim that Multimedia Instructional Package can be used for teaching students as it enhance their academic achievement is the best technique to increase students’ achievement, interest and active participation in classroom teaching learning.

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DEVELOPING AND VALIDATING A MULTIMEDIA PACKAGE ON TEACHING HISTORY TO HIGHER SECONDARY STUDENTS

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Abstract

An experimental study was conducted to find out the validating of a multimedia package on teaching History to 11th Standard students. The control group students was taught by traditional instructional method by using chalkboard where as the experimental group of student were taught by verbal class, verbal decodes along with multimedia package. The pre and post test were conducted which was developed earlier by the researcher. The statistical analyses show that there are significant differences between the control and experimental group in the mean score of the students in the pre and post test achievement. So, it was found that the students who underwent the class with the help of multimedia package scored more than the control group of students who were taught mere by traditional teaching method. Thus, it was found the multimedia package on teaching History was a valid one in teach History subject among the 11th standard students.

Key words: Multimedia Package, Developing and Validating, History Teaching.

Introduction

Multimedia package is refers to an e-content which involves a audio which could be play back on any laptop with the help of media software. Multimedia package has given the opportunity to learn the effective communication, graphics, chart animation and movies can be introduced in presentation with the help of compute. Multimedia technology has tremendous imparting information. Multimedia products are complementary to the teaching – learning process as they assist to the teachers in the better communication of the content.

Rationale of the Study

Information and Communication has an enormous scope for bringing range of educational sources and resources in to the classroom facilitating teacher to teach and learners to learn. It has potential to motivate students, encourage individualized learning, facilitating differential experience, helping curriculum to be tailor made based on the needs of individuals students, increased range of sources and resources available and providing feedback on learning outcomes, looking to this potential, ICT has wide and varied scope in education. So, ICT should become a part of these activities of the school. There should be an equal opportunity and access to all teachers to be able to use ICT as a tool for effective learning. This means that the role of the teacher should change according to the needs of the students and time. The role of the school us to enable students to use, explore information through emerging technology, independent learns and be responsible and co-operative in a world where tasks and responsibilities are changing fast. Students are being too stimulated to use information technology in an atmosphere of equality between the sexes in order to promote gender equality which is a national concern.

Considering the above facts the present study has been taken to develop a multimedia lesson to teach History 11th standard students in Tamil medium. It became important one that teachers should develop the suitable software to be sued in the laptops which are given by Government of Tamil Nadu to the Higher Secondary Students. So, the present study has become significant attempt in this area.



Related Studies

Guptas and Tyagi (2014) tested the effectiveness of Computer – Assisted Instruction on achievement Biology senior secondary school students. Khanis (2013) conducted a study on enhancement of mathematics learning through Computer – Assisted Instruction. Tankha (2011) tested the effect of blended – learning of mathematics. Helon Joy and Shaiju (2005) developed and examined the effectiveness of the computer assisted teaching in the topic. UNO in Commerce at the higher secondary level.

Objectives of the Study

1. To compare the pre and post test mean achievement scores of History students of the control group with the experimental group of students.
2. To compare the mean of post achievement test scores between Boys and Girls in the experimental group.
3. To compare the mean of the post test achievement scores in three sub-groups of experimental group based on the level of parental education.

Hypotheses of the Study

In the present study the researcher tested the following hypotheses:

1. There is no significant difference between the pre-test achievement scores and post test achievement scores among the students of control group.
2. There is no significant difference between the pre and post test achievement scores among the students of experimental group.
3. There is no significant difference in the mean of the post test achievement score between boys and girls of the experimental group.
4. There is no significant difference in the mean of the post test achievement scores among the three sub-groups of experimental group as based on the level of parental education.

Sample

Sample of the 65 History students of 11th Standard class were selected purposively from the two schools of Pudukkottai District. Control group was comprised of 30 students one school who are taught through traditional method of teaching and experimental group from another school was comprised of 35 students who were taught through multimedia instructional package. Earlier, both the group of students were matched based on their marks in selection test.

Designs

In the present study pre and post test experimental design was employed on a purposive sample of 65 History students of two schools of Pudukkottai District.

Tools Used

An achievement test (pre and post) were conducted to both two groups to know about their knowledge and competencies in History. The pre and post tests were conducted before and after the treatment is given to the experimental group. Achievement test was constructed and validated by the investigator. Pre and post – test on the selected topic in History subject developed and validated by the investigator.

Analysis and Interpretation of Data

The data collected from the sample of the study was organized and tabulated to facilitate application of appropriate statistical technique for the purpose of the analysis score were compiled, mean and standard deviation was computed for 't' test was chosen because researcher wished to test null hypotheses. True level of significance was considered, i.e., 0.05 level of significance as arbitrary standard for accepting or rejecting null hypotheses.

Hypothesis -1

There is no significant difference between the pre and post – test achievement scores among the students of control group.

Table - 1

Group	N	Mean	SD	't'	Level of Significant
Pre test	30	4.76	1.546	12.361	Significant at 0.05 level
Post test	30	12.43	3.158		

Table 1 show that the mean values of pre-test and post – test achievement scores of students of control group and found to be 30 respectively. The computed value of standard deviation on pre and post – test achievement scores of control group are 3.158 and 1.546 respectively. The obtained 't' value is 12.361 which is found significant at 0.05 level of significance. Thus, the hypothesis H01 there is no significant difference between the pre and post test achievement scores among the students of control group is rejected. It means there is significance between pre and post test scores of History students of control group in respect of their mean achievement scores after the treatment that is oral teaching with chalk board usage.

Hypothesis -2

There is no significant difference between the pre and post – test achievement score and post test achievement score among the students of experimental group.

Table - 2

Group	N	Mean	SD	't'	Level of Significant
Pre test	35	5.80	2.373	22.951	Significant at 0.05 level
Post test	35	19.54	3.559		

Table 2 shows that mean values of pre and post test of experimental group are 35 respectively. The computed values of standard deviation of pre and post of experimental group are 2.373 and 3.559 respectively. The obtained 't' value is 22.951 which is significant at 0.05 level of significance. Thus, the null hypothesis H02 "There is no significant difference between the pre and post test achievement score among the students of experimental group" is rejected. It means that there is significant difference exist between the mean of score in the pre and post test achievement among the experimental group of students who were taught by multimedia com lecture method.

Hypothesis - 3

There is no significant difference in the mean of the post test achievement score between boys and girls of the experimental group.

Table - 3

Group	N	Mean	SD	't'	Level of Significant
Boy	6	14.00	2.756	1.379	Not Significant at 0.05 level
Girls	24	12.4	3.182		

Table 3 shows that mean values post test of experimental group are 30 respectively. The Computed values of mean and standard deviation of post test of experimental group are 2.756 and 3.182 respectively. The obtained 't' value is 1.379 which is significant at 0.05 level of significance. Thus, the hypothesis H03 "There is no significant difference in the mean of the post test achievement score between boys and girls of the experimental group" is not rejected. It is inferred here that the girls have performed well in the post test achievement test score than the boys.

Hypothesis - 4

There is no significant difference in the mean of the post-test achievement score among the three sub-groups of experimental group as based on the level of parental education.

Table - 4

Group	N	Mean	SD	'F'	Level of Significant
Illiterate	6	12.00	1.095	0.165	Not Significant at 0.05 level
School Education	16	12.75	3.396		
Higher Secondary Education	8	12.12	3.907		

Table 4 shows that mean values of post- test achievement scores in experimental group are 6, 16 and 8 respectively. The computed of standard deviation of post – test of experimental group are 1.095 and 3.396 and 3.907 respectively. The obtained “F” value is 0.165 is not significant at 0.05 level of significance. Thus the hypothesis H04 “There are no significant difference group” is not rejected. It means that there are significant difference exist in the mean score of the post-test achievement scores among the three sub – group based on the three level of their parents level of education i.e., illiterate, school education and higher secondary education.

Finding of the Study

1. Significance difference was found in the pre-test and post achievement score of history students of control group after the experimental treatment.
2. Significant difference was found in the pre and post test achievement score of students in the experimental group at after the experimental treatment.
3. Significant difference was found in the post test achievement score of student in experiment treatment.
4. Significant difference exist in the mean score of the post test achievement score among the three sub groups of students of experimental group.

Discussion of the Results

Several studies have conducted on multimedia. Majority of them concluded that students taught through Multimedia instructions learn and achieve more than other instruction methods or strategies. The History students of experimental group who were taught through multimedia instruction package achieved more than those control group who were taught through traditional method of teaching. It was found out that there is a gain among both the control and experimental groups of students after the treatments, however the gain ratio is higher among the experimental group of students who underwent the multimedia method.

Conclusion

From the findings of the study we conclude that the student experimental group who were taught through multimedia package exhibited better achievement in students as compared control group who were taught traditional instructional method of teaching. The Multimedia Instructional Package was found more effective as compared to Traditional method for teaching in 11th standard History students. This implies that experimental treatment of 2 weeks yielded difference in post test achievement score of 11th standard history students. It may be concluded that multimedia package contributed in raising the achievement of History students. On the basis of results of the study we can claim that Multimedia Instructional Package can be used for teaching students as it enhance their academic achievement is the best technique to increase students’ achievement, interest and active participation in classroom teaching learning.

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